

CONTENTS

Welcome	1
Conference Organizers	3
Sponsors	5
Plenarists	9
Highlights & Helpful Information	11
Schedule Grid	15
Papers	23
Posters	41
Colloquia	
Teaching and learning less commonly taught languages.	45
Graduate students in language documentation and conservation	46
GIS 1: Methods and case studies in geographically-referenced language documentation. 47	
Language documentation research in Japan: Up until now and the future	49
GIS 2: Advanced dissemination and linguistic applications of geocoded field data.	49
Ethical dilemmas encountered while documenting languages: Examples and responses . 50	
Music in language documentation	51
Linguistics and ethnobiology: Possible synergies for research and conservation.	52
Presenters & Emails	53
Call For Submissions.	57



WELCOME

Welcome to the 1st International Conference on Language Documentation and Conservation (ICLDC). At this time, when there is so much activity in the field of language documentation and conservation, we are pleased to be able to bring together such an impressive range of participants, representing languages and language programs from all over the world. The University of Hawai'i, which is sponsoring this conference, has a long history of involvement in linguistic fieldwork and is actively engaged in supporting language documentation and conservation efforts by means of this conference, its graduate program, the journal *Language Documentation and Conservation*, and its new digital language archive called *Kaipuleohone*.

The response to our call for papers was far beyond our expectations. Of some 150 proposed abstracts, anonymously reviewed by our Advisory Committee together with graduate linguistics students from UH, we accepted 107 presentations (for a 71% acceptance rate), resulting in a program with up to six parallel sessions. While you may not get to attend all the presentations you had hoped to, we felt that the range and quality of proposals justify the busy schedule. We will be making audio recordings of all presentations and will make them available for download as podcasts.

The conference is organized around the theme of "Supporting Small Languages Together," emphasizing the collaborative potential of language documentation. This potential is seen in the diversity of colloquia on offer, including second-language studies, musicology, ethnobiology, geography, as well as one with a Japan focus, an ethics colloquium, and a graduate student colloquium. We have also emphasized the international nature of the work to be done by including researchers and language activists from many parts of the world.

A conference of this size could not be successful without the help of many people and organizations. We are very grateful to the sponsoring agencies and to the dedicated individuals—especially the student volunteers—who have devoted countless hours of support and energy to the success of the conference. Please take some time to review the program for additional information about the conference and the social events available to you. As our guests and colleagues, please do not hesitate to ask for help from any of our conference volunteers, who are easily identified by their yellow conference t-shirts.

We look forward to welcoming you in 2011 for the 2nd ICLDC!

Organizing Committee, 1st International Conference on Language Documentation & Conservation



CONFERENCE ORGANIZERS

ICLDC ORGANIZING COMMITTEE

Larry Kimura, *Hawaiian Studies, UH Hilo*
Kenneth L. Rehg, *Linguistics, UH Mānoa*
Richard Schmidt, *NFLRC, UH Mānoa*
Nicholas Thieberger, *Linguistics, UH Mānoa*
William Wilson, *Hawaiian Studies, UH Hilo*
Jim Yoshioka, *NFLRC, UH Mānoa*

CONFERENCE VOLUNTEERS

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Sherry Formolo	Simi Singh
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Akiemi Glenn	Jake Terrell
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Yukie Hara	Julia Wieting
Kate Hardeman	Shu-Ling Wu
Catherine Hardie	Hiromi Yoshida
Elena Indjieva	Paulina Yourupi
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Mukesh Kumar	
Hye-Young Kwak	
Elaine Lao	
On Soon Lee	
Burgel Maria Levy	
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Robyn Lopez	
Kyndra Love	
Jacinta Mendonca	
Laura Mizuha	
Thao C Nguyen	
Mayumi Oiwa	
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Paul Newman, *Indiana University, University of Michigan*
Yuko Otsuka, *University of Hawai'i*
Keren D. Rice, *University of Toronto*
Norvin Richards, *Massachusetts Institute of Technology*

SPECIAL THANKS TO...

UH Language Learning Center
Hawai'i Imin International Conference Center
Queen Kapi'olani and Ocean Resort Hotels
East-West Center Housing Office
Te Lumanaki o Tokelau i Amelika, Tokelauan dance group
Keawe and Tracie Lopes and Halau – Ka La 'Onohi Mai o Ha'eha'e
Uncle Bo's, Kaka'ako Kitchen, Sodexo Catering
Al Schütz, Deborah Masterson

SPONSORS

UNIVERSITY OF HAWAII DEPARTMENT OF LINGUISTICS

Founded in 1963, the UH Mānoa Department of Linguistics has had a continuous history of fieldwork and publications on endangered and undescribed languages. Faculty and students of the department have made extensive and invaluable contributions to the documentation of languages in the Pacific, Asia, and worldwide. Collectively the department has a strong background of fieldwork in Salishan languages, Micronesia, the Indonesian archipelago, the Philippines, and Taiwan, and is a world-renowned center for research on Austronesian languages. The department sponsors the journal *Oceanic Linguistics*, now in its 47th volume, which is the only journal devoted exclusively to the study of the indigenous languages of the Oceanic area. The *Oceanic Linguistics* Special Publications series extends to 35 volumes, describing languages and linguistic situations across all of Oceania. Many volumes in this series comprise the major or sole source of documentation on a particular language. In addition, in the 1970s and 1980s the Pacific and Asian Language Institute at the University of Hawai'i published 25 volumes on languages of the Pacific, that consisted largely of grammars and dictionaries of undescribed languages, research which included significant supervision from department faculty.



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Today the department continues to be one of the leading centers for research in language documentation, and has a unique emphasis on the training of native speakers in the documentation of their own languages. Both MA- and PhD-level graduate students are trained in language documentation and conservation. Recent documentation efforts in the department range from western China to Vanuatu, and from Vietnam to Hawai'i. In the past few years, students and faculty have produced descriptive works on Basay, Oirat, Hawaiian, Tindal Dusun, Mavea, Dupanangan Agta, Fijian, Mongghul, Thao, Kiput, and Pacoh, among many others.

The Department also produces *Language Documentation and Conservation* (<http://www.nflrc.hawaii.edu/ldc/>), a free, online biannual peer-reviewed journal, sponsored by the National Foreign Language Resource Center and published exclusively in electronic form by the University of Hawai'i Press—the first to deal with these matters and now in its third year. In addition, the department is home to the Language Documentation and Training Center, a project started by graduate students in 2004 to help train native speakers of endangered or understudied languages to document their own languages.

For more information, see the Department of Linguistics Language Documentation and Conservation website at: <http://www.ling.hawaii.edu/langdoc>.

KA HAKA 'ULA O KE'ĒLIKŌLANI COLLEGE OF HAWAIIAN LANGUAGE, UNIVERSITY OF HAWAII AT HILO 'AHA PŪNANA LEO, UNIVERSITY OF HAWAII AT HILO

The State of Hawai'i is unique within the United States in recognizing two official languages: Hawaiian and English. In 1997, the state legislature mandated the establishment of the college at the University of Hawai'i at Hilo to serve as a focal



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point for efforts to revitalize Hawaiian. Our name honors a strong advocate of Hawaiian, Chiefess Luka Keanolani Kanāhoahoa Ke'elikōlani.

Ka Haka 'Ula O Ke'elikōlani is administered through Hawaiian and provides the majority of its instruction through Hawaiian. The core of our programing is a B.A. in Hawaiian Studies from which many students enter our Hawaiian medium teacher certificate program. Also taught through Hawaiian are two small M.A. programs.

The College demonstrates best practices for immersion education in our P–12 laboratory school program. The Nāwahīokalani'ōpu'u school site will be a central component of the ICLDC extension in Hilo. The majority of curriculum and technology support for Hawaiian immersion schools statewide is produced through our Hale Kuamo'o Hawaiian Language Center. Other support is provided in consortium with the Hilo-located head office of the 'Aha Pūnana Leo, which runs the statewide Hawaiian language nests. Aspects of Hawaiian language and culture revitalization are shared with the public through the 'Imiloa museum on campus, the venue for ICLDC meetings in Hilo.

The Hale Kuamo'o is the Hawaiian Language Center within Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language of the University of Hawai'i at Hilo. Established by the Hawai'i State Legislature in 1989, the center supports and encourages the expansion of *'ōlelo Hawai'i* (the Hawaiian language) as a medium of communication in education, business, government, and other contexts of social life in the public and private sectors of Hawai'i and beyond.

Ka Haka 'Ula O Ke'elikōlani has a small PhD program focusing on Hawaiian and indigenous language revitalization. The program was established through support from the UH-Mānoa Department of Linguistics and includes a relationship with the UH-Hilo BA in Linguistics. Outreach of the College to languages other than Hawaiian focuses on assistance in school-based programing.

Ka Haka 'Ula O Ke'elikōlani has had an impact on the strongly Native Hawaiian community of Hilo. Those of us working in the College, the 'Aha Pūnana Leo, Inc., and schools teaching Hawaiian in Hilo are the core of a growing number of Hawaiian-speaking peer groups and families in Hilo. We applaud the efforts of ICLDC on the behalf of indigenous language speakers and welcome participants to the extension visit to Hilo.

For more information, see <http://www.olelo.hawaii.edu/khuok>,
<http://www.olelo.hawaii.edu/khuok/hk.php> and <http://www.ahapunanaleo.org/>

UH NATIONAL FOREIGN LANGUAGE RESOURCE CENTER (NFLRC)



Drawing on institutional strengths at the University of Hawai'i in foreign language teaching, applied linguistics, and second language acquisition, the National Foreign Language Resource Center (NFLRC) undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages. We engage in research and materials development, conduct workshops and conferences for language professionals, and distribute a wide variety of publications on center projects and programs.

In order to improve the nation's capacity for teaching and learning foreign languages, the United States Department of Education awards grants under the Language Resource Centers program for the establishment and operation of centers that serve as national resources. In 1990, the University of Hawai'i at Mānoa was granted funds to develop the National Foreign Language Resource Center, one of three such centers at the time. The number has since grown to fifteen. Find out more about the NFLRC, its projects, products, and personnel at <http://www.nflrc.hawaii.edu>

The University of Hawai'i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A060002

UH NATIONAL RESOURCE CENTER–EAST ASIA (NRCEA)

The National Resource Center East Asia (NRCEA) at the University of Hawai'i is one of only seventeen Comprehensive National Resource Centers in the country. Administered by the East Asia Council, the NRCEA directs the East Asia component of the university's degree programs, coordinates the acquisition and use of East Asia resources, and develops transnational East Asia projects.



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Under the aegis of the University of Hawai'i School of Pacific and Asian Studies (SPAS), the Centers for Chinese (CCS), Japanese (CJS), Korean (CKS), and Okinawan (COS) Studies together form the East Asia Council (EAC). The mission of the EAC is to direct the East Asian component of university-wide degree programs, coordinate the acquisition and use of East Asian resources, and develop transnational East Asian projects and proposals. The Council also administers the National Resource Center East Asia.

For more information, visit <http://manoa.hawaii.edu/eastasia/>

UH CENTER FOR PACIFIC ISLAND STUDIES (CPIS)

The Center for Pacific Islands Studies in the University of Hawai'i at Mānoa School of Pacific and Asian Studies is both an academic department and a larger home for initiatives that bring together people and resources to promote an understanding of the Pacific Islands and issues of concern to Pacific Islanders. Its innovative instructional program is regional, comparative, and interdisciplinary in nature. The University's Pacific Collection, as one of the most comprehensive collections of Pacific materials in the world, attracts a worldwide audience, as do the center's international conferences, its Web-based resources, its Pacific Islands Monograph Series, and its award-winning journal, *The Contemporary Pacific*. Working with scholars at institutions in the region and elsewhere, faculty at the center are seeking new ways to encompass a deeper understanding of a region whose boundaries are constantly expanding. For more information, visit <http://www.hawaii.edu/cpis/>



UH ENDOWMENT FOR THE HUMANITIES

Administered by the University Research Council, the UH Endowment for the Humanities is a special fund that provides support for hosting conferences across the broad disciplines of the Humanities. In particular, it is used for bringing plenary speakers of international renown to the University of Hawai'i.



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‘IMILOA ASTRONOMY EDUCATION CENTER

Located on a nine-acre campus above the University of Hawai'i-Hilo, with spectacular views of Hilo Bay, 'Imiloa Astronomy Center (formerly called Maunakea Astronomy Education Center) provides a unique experience for visitors, students, and families seeking to explore the connections between Hawaiian cultural traditions and the science of astronomy.



PLENARISTS

Plenarists are listed in order of their presentations.

NIKOLAUS HIMMELMANN, UNIVERSITY OF MUENSTER

Nikolaus P. Himmelmann is Professor of Linguistics at the University of Münster (Germany). He has been involved in language documentation and endangered languages research since the early 1990s. He (co-) organized a number of summer schools on these topics and co-edited the first textbook on language documentation.

He has done fieldwork in the Philippines, Sulawesi, and East Timor, and he is currently involved in a documentation project on Waima'a, an isolating Austronesian language of East Timor. He has published widely on a number of core issues in Austronesian grammar, including the nature of lexical and syntactic categories and voice.

His major areas of theoretical specialization are morphosyntactic typology, documentation theory, grammaticalization, and discourse analysis (in particular prosody and grammar). He was a member of the UNITYP research team at the U. Köln in the 1980s, a staff member in the Linguistics Department in the Research School of Pacific and Asian Studies in Canberra, and in recent years has regularly interacted with the Language and Cognition Group at the Max Plank Institute in Nijmegen in the Space Project and the new Multimodal Interaction Project.

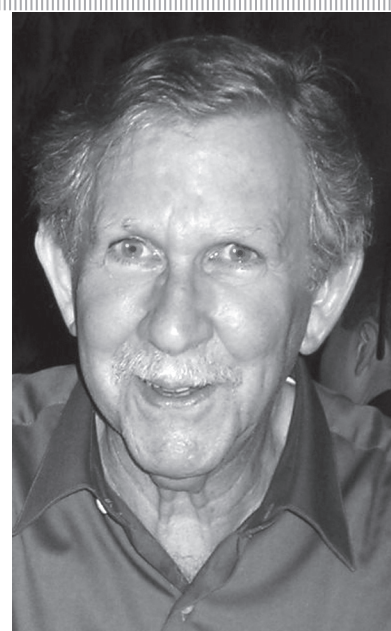
He is currently also President of the German Society for Endangered Languages.

<http://arts.monash.edu.au/linguistics/maluku/team/himmelmann.php>



PAUL NEWMAN, INDIANA UNIVERSITY

Paul Newman received his BA and MA degrees from the University of Pennsylvania and his PhD (Linguistics) from UCLA. He has held academic positions at Yale, Bayero University (Kano, Nigeria), the University of Leiden (Netherlands), and Indiana University, where he is now Distinguished Professor Emeritus. He has published eighteen books and over a hundred articles and ethnomusicological recordings. His extensive fieldwork in northern Nigeria stretches over a forty-year period. He has done first-hand research on small, previously undescribed languages, as well as on Hausa, a major international language, of which he is considered the world's leading authority. He has taught field methods innumerable times, studying such languages as Ga, Grebo, Nuer, Oromo, Sranan, and Tamashaq, and has produced seminal publications on the methodology and practice of linguistic fieldwork. Newman is also a lawyer (JD, *summa cum laude*, Indiana University, and member of the Indiana bar). He worked for two years as senior copyright specialist in the library at the University of Michigan and now serves as Special Counsel to the Linguistic Society of America.



His numerous honors include the following: Distinguished Professor, Indiana University; Honorary Member, African Language Project, University of Maryland Eastern Shore; Visiting Research Fellow, Centre for Linguistic Typology, Australian National University; Plenary Speaker, Second International Congress of African Linguistics, Leipzig; Visiting Research Professor, Indiana–Hamburg Exchange Program; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford; Personal Chair in African Linguistics, University of Leiden, awarded by Juliana, Queen of the Netherlands.

<http://www.indiana.edu/~ocmhp/030102/text/newman.html>
<http://www.indiana.edu/~deanfac/bios/2005/PNewman.pdf>
<http://nflrc.hawaii.edu/ldc/biographies/newman.html>

PHIL CASH CASH, UNIVERSITY OF ARIZONA

Phillip Cash Cash was born and raised on the Confederated Tribes of the Umatilla Indian Reservation in northeastern Oregon and is a Weyíletpuu (Cayuse) and Nuumípuu (Nez Perce) person. Phillip is a younger speaker of Nez Perce, a severely endangered language. His traditional Cayuse name is Píitamyanon Maqs Máqs which translates as “Yellow Hawk.”

He is at present a PhD candidate in the Joint Program in Anthropology and Linguistics at the University of Arizona, Tucson (USA). In 2005, he was a recipient of a Documenting Endangered Languages (DEL) fellowship from the National Science Foundation and National Endowment of the Humanities. This DEL fellowship enabled him to complete a year of language documentation fieldwork focusing on Nez Perce and Sahaptin in five reservation communities in the southern Columbia Plateau of western North America. Recently, he received an Andrew W. Mellon Foundation & American Council for Learned Societies Dissertation Completion Fellowship for 2007–2008.

<http://www.hrelp.org/events/conference2007/phillipcashcash.html>
<http://www.u.arizona.edu/~cashcash/>
http://anthropology.arizona.edu/people/student_details.php?id=474



LEANNE HINTON, UC BERKELEY

Leanne Hinton is a linguist at U. C. Berkeley, and a consultant for indigenous communities involved in language revitalization efforts. Professor Hinton has written numerous books and articles about language revitalization. Among her books are: *Flutes of Fire: Essays on California Indian Languages* (Heyday Books, 1994); *The Green Book of Language Revitalization in Practice* (with Ken Hale; Academic Press, 2001); and *How to Keep Your Language Alive* (with Nancy Steele and Matt Vera; Heyday Books, 2002). She is one of the designers of the Master-Apprentice Language Learning Program, which has gained much popularity in North and South America. Though recently retired, she remains active in teaching, research, and consulting. In 2006, she won the Lannan Foundation's Cultural Freedom Award, with a stipend that allows her to pursue a new project of observing families who are making endangered languages the languages of their homes.

<http://www.linguistics.berkeley.edu/people/fac/hinton.html>
<http://lsa2009.berkeley.edu/faculty/hinton.html>



HIGHLIGHTS & HELPFUL INFORMATION

OPENING RECEPTION

THURSDAY EVENING, 5:30–7:30PM, JEFFERSON LANAI

Join us for light hors d'oeuvres, drinks, entertainment by the Tokelauan dance group, Te Lumanaki o Tokelau i Amelika, and welcoming speeches.

SOCIAL RECEPTION

FRIDAY EVENING, 5:30–8:30PM, JEFFERSON LANAI

Socialize with fellow presenters and attendees. Enjoy a delicious array of appetizers and beverages and live Hawaiian entertainment from Hālau – Ka Lā 'Ōnohi Mai o Ha'eha'e.

A LIVING HAWAIIAN LANGUAGE:

HAWAIIAN LANGUAGE & CULTURAL MEDIUM EDUCATION AS THE FOUNDATION

MARCH 16–17, 2009. An optional extension of the 1st International Conference on Language Documentation and Conservation (ICLDC) on the Island of Hawai'i.

The revitalization of the Hawaiian language celebrates twenty-five years of Hawaiian-medium education. Through this movement the language has begun to reestablish itself as a first language in households where parents are raising their children in Hawaiian. These families are supported through a network of culturally relevant Hawaiian medium education programs from the infant-toddler level to university graduate degree programs in the Hawaiian language. Minds, hearts, and hands continue to work toward a brighter future for the revitalization of the Hawaiian language.

CONFERENCE SHUTTLE SERVICE

For the convenience of our conference attendees staying at the Ocean Resort (OR) and Queen Kapiolani (QK) Hotels, we will be providing a shuttle service as follows:

THURSDAY, MARCH 12

morning 7:30am pick-up (OR→QK→IC) & 8:00am pick-up (OR→QK→IC)

evening: 7:45pm pick-up (IC→OR →QK)

FRIDAY, MARCH 13

morning: 8:00am pick-up (OR→QK→IC) & 8:30am pick-up (OR→QK→IC)

evening: 8:45pm pick-up (IC→OR →QK)

SATURDAY, MARCH 14

morning: 8:00am pick-up (OR→QK→IC) & 8:30am pick-up (OR→QK→IC)

evening: 5:15pm pick-up (IC→OR →QK)

The buses are “sunflower yellow” and have “Roberts Hawai'i School Bus” written on the side. Please be waiting near the street in front of the building at least five minutes before pick-up time to ensure

that you don't miss your bus. These shuttle routes are one-way and fixed. If you desire to go to the Imin Center or your hotel at a time other than indicated above, you will be on your own for transportation.

tip Don't wait till the last minute! If you are planning to go to an early morning session or presenting at one, we recommend that you try for the earliest shuttle bus in case there are delays because of traffic.

CONFERENCE REGISTRATION AREA (WAILANA ROOM - GARDEN LEVEL DOWNSTAIRS)

The conference registration desk will be open from 8 a.m. on Thursday March 12th, and from 8.30 on the following two days in the Wailana Room. Check the message board for updates and announcements.

Coffee and tea will be available in the Wailana Room until 3 pm each day.

note No food or beverages are allowed in the presentation rooms or the Japanese garden.

LOUNGE AND LUNCH AREA (MAKANA ROOM - GARDEN LEVEL DOWNSTAIRS)

The adjoining Makana Room will be open as a lounge area to relax and chat with colleagues throughout the day.

During the lunch break, it will be closed, except for those people who have a boxed lunch on that day.

Lunch tickets indicating regular or vegetarian preference come with your conference packets if you pre-ordered and paid for them; please present your ticket to receive your lunch.

note Please eat either in the designated lunch room or outside by the Thai Pavillion (the grassy area to the left of the Imin Center). No food or beverages are allowed in the presentation rooms or the Japanese garden.

FOR PRESENTERS

We have allowed ten minutes between sessions so that there is ample time to move about and to set up for the next presentation.

Each room is equipped with a PC computer, LCD projector, internet connection, and external speakers. If you need to plug in your own laptop, please be sure to allow some time for the setup, and bring your own connector if your output plug is not a standard VGA socket.

We are audio-recording all presentations and ask that you sign the release form allowing us to put the recording, your photo, and a pdf file of your presentation (if you want to submit it) online after the conference.

We have assigned chairpeople to all sessions, but if you find yourself chairing a session that conflicts with another session that you want to attend, please let the organizers know so we can reassign your timeslot to someone else.

INTERNET ACCESS

Wifi is available throughout the Imin Center. There are also free internet stations available on the first floor of nearby Hamilton Library.

IMIN CENTER PHONE

Pay phones are located on the garden level under the stairs and on the 2nd floor by the men's restroom.

COPYING

Copies can be made at the following locations on campus or nearby:

Imin Conference Center (Room 225) 944–7159. Open during conference hours; contact Imin Center staff in Room 225. Self-service, 10¢ a copy.

Hamilton Library (located across East-West Road from the Imin Center) 956–7204. Open Thursday 7:00am-midnight, Friday 7:00am–7:00pm, and Saturday 9:00am–5:00pm. Coin- or card-operated machines.

Business Works of Hawai'i, Inc. (located at Campus Center) 941–1098. Spring break hours: Open Thursday 8:00am–4:00pm and Friday 8:00am–3:30pm.

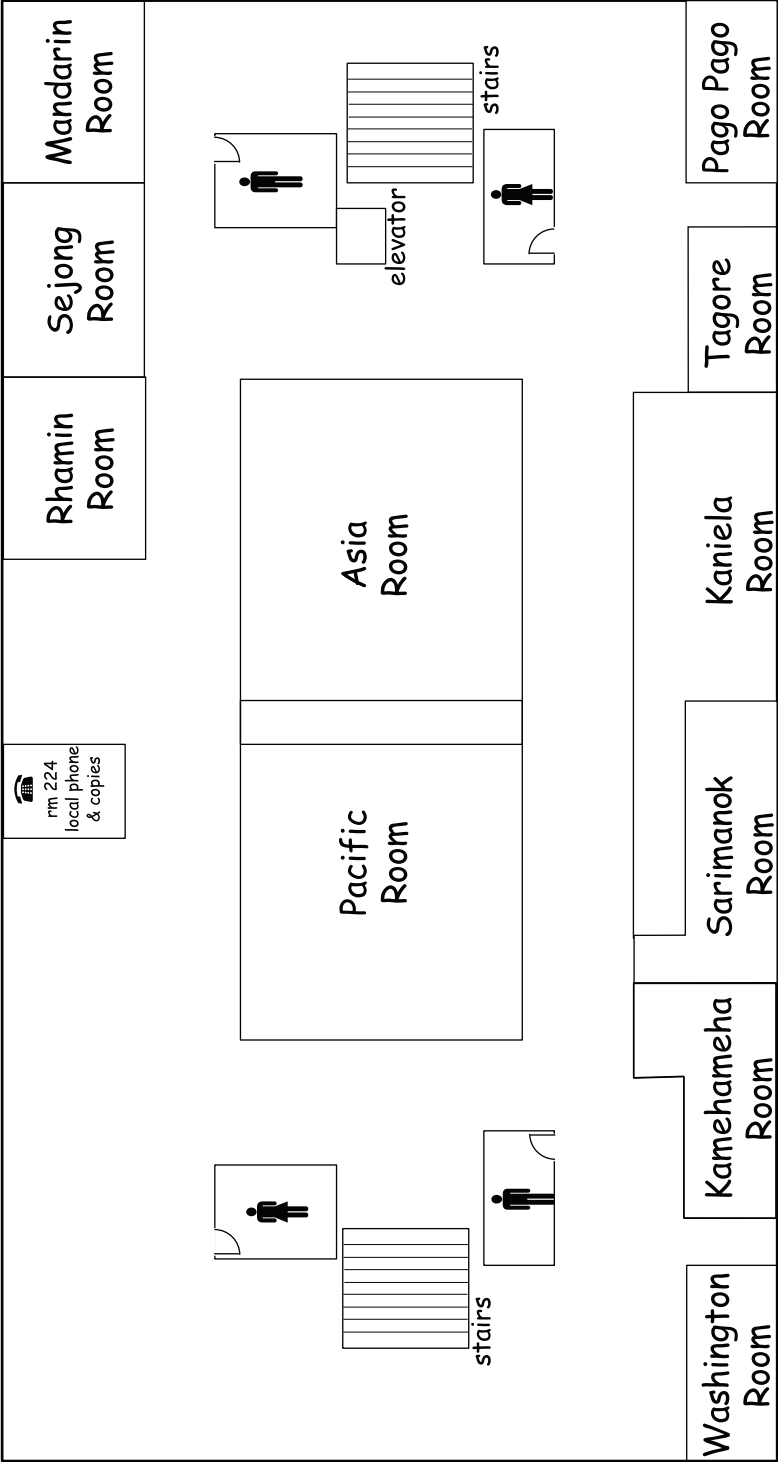
Kinko's (located at the corner of S. King Street and University Avenue) 943–0005. Open 24 hours a day, 7 days a week.

EVALUATION FORMS

Please take the time to fill out the evaluation form and return it to the Registration desk. We will be using your suggestions to improve the 2nd ICLDC in 2011.

SCHEDULE GRID

All changes to the schedule will be posted at the registration desk. Abstracts for all presentations are available online at <http://nflrc.hawaii.edu/ICLDC09/abstracts.html>. A short summary of each presentation is included below.



Hawaii'i Imin Int'l Conference Center 2nd floor

Most presentation rooms are located on the second floor (see map).

Keoni Auditorium and the Jefferson Lanai (back) are located on the ground floor.

The Koi, Wailana, Makana, and Ohana Rooms are located downstairs on the garden level.

	KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA	JEFF'N LANAI	MAKANA
8:00–9:00								
9:00–9:30	<i>welcome</i>							
9:30–10:45	PLENARY 1 Nikolaus P. Himmelmann: Linguistic data types and documentary linguistics							
10:50–11:20	session chair Margaret Florey Bell: Strengthening Australia's indigenous languages: The relationship between community and linguists	session chair Andrea Berez Grimes: Preserving data: The paper phase	session chair Colleen Fitzgerald Aguilera: Documenting Kawesqar, the last spoken Fuegian Language	session chair Sarah Cutfield Reiman: Basic oral language documentation	session chair Helen Aristar-Dry Whalen, Simons: Endangered language families	session chair Wesley Leonard Arola: Assessing the ethnolinguistic vitality of minority languages in Northern Sweden		<i>lounge</i>
11:30–12:00	Amery: Phoenix or relic? Documentation of languages with revitalisation in mind	Crippen: "Studying grandmother's tongue": Heritage language and linguistics	Finkel: Computing in the field: Language modeling for elicitation and documentation of Shughni	Blaha Pfeiler: Documenting the acquisition of endangered languages	Genetti, Siemens: Infield 2008: Evaluations, recommendations, and impacts	Beier: Prioritizing community involvement in collaborative language documentation: The Iquito case		
12:00–1:00								<i>lunch</i>

THURSDAY, MARCH 12, 2009

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THURSDAY, MARCH 12, 2009

KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA	WAILANA	MAKANA
8:30–9:00	<p>session chair Mary Boyce</p> <p>Harata Te Aika: Kura: Developing teachers' Māori language proficiency and Ngai Tahu tribal dialect proficiency in an in-school professional development programme</p>	<p>session chair Toshihide Nakayama</p> <p>Takubo, Hayashi, Kurumada, Motoki: The Digital Museum project for the documentation of Ikema Ryukyuan</p>	<p>session chair Victoria Rau</p> <p>Munshi, Karim: Documenting the Burushaski Language: The Issues in data collection, transmission, and preservation, and revitalization</p>	<p>session chair Maya Chacaby</p> <p>panel Making language documentation work for the community: Some indigenous priorities and perspectives</p>	<p>session chair Andrew Garrett</p> <p>Johns, Nochasak: A community reference grammar of Labrador Inuititut</p> <p>Smith, Cranmer, Shaw: Reconciling difference and building trust: International collaboration in Indigenous Language Revitalization</p>		
9:00–9:30							
9:40–10:10	<p>COLLOQUIUM Graduate students in language documentation and conservation</p>	<p>Shimoji: Reference grammar as basis for language revitalization: A case study of Ryukyuan</p>	<p>Zhang, Matthews: Documentation of Hezhen (Kile), a moribund Tungusic language: Methods and principles</p>			registration & coffee	lounge
10:20–10:50	<p>COLLOQUIUM GIS 1: Methods and case studies in geographically -referenced language documentation</p>	<p>Curry, Hijirida, Serafim: Documenting, teaching, and revitalizing Uchinaa-guchi: The future of the Okinawan language</p>	<p>Liao: The state of the art of the documentation of Philippine languages</p>	<p>Michael: Developing infrastructure for team-based research: The module-and- seminar model</p>	<p>Field: Documenting lexical dialects of Kumiai in Baja California</p>		
11:00–11:30		<p>Iwasaki, Ono, Takubo: Paving ways to documenting an invisible linguistic minority in Japan: Ikema</p>	<p>Aragon: The status of Akuntsú</p>	<p>Salisbury: Are our documentation projects speeding up language change?</p>	<p>Granadillo: Speaker-driven approach to language documentation</p>		
11:30–1:00						POSTER SESSION I	convenor Hiroko Sato themed lunch for graduate students

FRIDAY, MARCH 13, 2009

1:00–1:30	COLLOQUIUM Language documentation research in Japan: Up until now and the future	COLLOQUIUM GIS2: Advanced dissemination and linguistic applications of geocoded field data	session chair Paul Trilsbeek	session chair Susan Penfield	session chair Gabriele Cablitz	session chair David Nathan	registration & coffee	lounge lounge
1:40–2:10			Rau, Yang, Dong: Building online dictionaries for a Taiwanese indigenous language in a collaborative team Montgomery-Anderson: The Cherokee Electronic Dictionary: Balancing the needs of learners, speakers, and linguists	Burung, Delmas: Tobati: A piece of hope for tete Hai	Gomez de Garcia, Luz Garcia, Axelrod: Language documentation practices and the myth of "empowerment"	Taff: Recording real conversations for language learning and analysis Szakos: Verba volant ... media durant: Collecting Formosan indigenous TV news for documenting and reviving the languages		
2:20–2:50			Mosei: Turning the linguist's lexical database into a community dictionary	O'Grady, Schafer: A psycholinguistic tool for the assessment of language loss	Barbour: Texts, language consultants, and linguistics: Understanding reduplication in Neverver	Foreman: Using wikis for language documentation and revitalization		
3:00–3:30	session chair Pamela Innes Clifton: Orthography development as an ongoing collaborative process: Lessons from Bangladesh	session chair Larry Kimura Hobson, Laurie: An Australian trial of the master-apprentice method	Aumann, Bird: Curating lexical databases for minority languages	Gualbert Atindogbe: State of affairs and prospect of language documentation in Cameroon	Sato: When collaboration is not an option: Fieldwork in Kove, Papua New Guinea	Sall, Wade: Bédik Documentation, revitalization and communication: Field experience and local community's involvement	registration	
3:40–4:10	Williams, Jacobi, Comfort: Language documentation in the Nuba Mountains of Sudan: The Ghulfan Documentation Project	King, Gully: Towards a theory of motivation: Describing commitment to the Maori language	Ringersma, Zinn, Kemps-Snijders: LEXUS and ViCoS: From lexical to conceptual spaces	Glenn: Five Dimensions of Collaboration: Toward a critical theory of coordination and interoperability in language documentation	Kaufman: Ex-situ language documentation and the Urban Fieldstation for Linguistic Research			
4:15–5:30	PLENARY 3 Phil Cash Cash: Documenting enduring cultures							
5:30–8:30	Friday evening social / JEFFERSON LANAI							

FRIDAY, MARCH 13, 2009

KEONI	KOI	ASIA	PACIFIC	SARIMANOK	KANIELA	WAILANA	MAKANA
8:30–9:00		session chair Carol Genetti	session chair Tania Granadillo Berez, Christopher, Cox: Software demonstration: CuPED (Customizable Presentation of ELAN Documents)	session chair Alice Taff Burshia: Indigenous youth negotiate language acquisition – An exercise in stewardship, sovereignty, and sustainability			
9:00–9:30	COLLOQUIUM Music in language documentation	Tonko: Rescuing Kawesqar cultural heritage. A community- based documentation initiative	Cablitz, Chong, Tetahiotupa: Problems and benefits of web- based tools for language documentation	Benedicto, Viñas- de-Puig, Yulbarangyang Balna, Eggleston: Participatory documentation: The Mayangna Linguists Team of Nicaragua			
9:40–10:10	COLLOQUIUM Ethical dilemmas encountered while documenting languages: Examples and responses	Fitzgerald: Pathways for accessing legacy materials in Tohono O'odham					
10:20–10:50		Crook: Nez Perce language instruction: A symbiosis between the tribe and higher education	Matthews, Yip: Bilingual acquisition and language revitalization	Lai Truong, Garcez: Participatory methods for language documentation and conservation: Building community awareness and engagement		registration & coffee	lounge
11:00–11:30	session chair Ljuba Veselinova Lee: OLCAP: The Online Language Community Access Program in Australia	Ryon: Language shift among the Cajun French community	Woods: Language, art, media and youth: A community- based, collaborative approach to documentation	Vinas-de-Puig, Yulbarangyang Balna: Linguistic and technical training as a community empowerment tool			
11:40–12:10	Garrett: Integrating archives and new documentation: The Berkeley Yurok Language Project	Barrett: The relationship between language teaching and Mayan language conservation in Guatemala	Rementer, Pearson: The Lenape Talking Dictionary	Huang: Language revitalization and identity politics: A case study of Siraya in Taiwan			
12:15–2:00						POSTER SESSION II	lunch

SATURDAY, MARCH 14, 2009

DAY 1 OVERVIEW • THURSDAY, MARCH 12, 2009

7:30–9:00	Registration & Coffee	3:00–3:30	Session VI
9:00–9:30	Welcome	3:40–4:10	Session VII
9:30–10:45	Plenary	4:15–5:30	Plenary
10:50–11:20	Session I	5:30–7:30	Opening Reception
11:30–12:00	Session II		
12:00–1:00	Lunch		
1:00–1:30	Session III	1:00–3:30	Teaching and Learning Less Commonly Taught Languages Colloquium
1:40–2:10	Session IV		
2:20–2:50	Session V	1:40–4:10	Graduate Students Colloquium

COLLOQUIA

OPENING PLENARY • NIKOLAUS P. HIMMELMANN: LINGUISTIC DATA TYPES AND DOCUMENTARY LINGUISTICS

This talk presents a basic typology of the kinds of data relevant for linguistic theorizing, based on the degree to which they are analyzed and hence abstracted from a specific act of linguistic performance. The three basic stages in data processing distinguished here are: raw data, primary data, and structural (or secondary) data. Although these stages are clearly interrelated and interdependent, it is argued that for each type and processing stage there is a different set of useful practices and evaluation metrics, some of which are discussed in more detail in the remainder of the talk. While strictly speaking, only structural data are relevant for linguistic theorizing, the discipline also needs to pay close attention to the first two types of data, at least if it aspires to be an empirical science. Which provides the (disciplinary) *raison d'être* for documentary linguistics.

CLOSING PLENARY • PAUL NEWMAN: LINGUISTIC FIELDWORK AS A SCIENTIFIC ENTERPRISE

After years of neglect in which linguistics lost sight of the value of empirical field research, new life has finally been breathed into this fundamentally important component of our discipline. But in the process, linguistic fieldwork has ironically lost sight of linguistics! That is, if by linguistics one means the scientific study of language, fieldwork ideology and practice have gone askew. The major movements and individuals that we can thank for the resurgence of interest in linguistic fieldwork all promote (in words or deeds) approaches to field research that fall far short of the tenets of science. Examples of such misguided directions include (a) the endangered languages movement, (b) language documentation, and (c) the “Dixon school.” In my talk, I expose the failings of these non-scientific approaches to linguistic field research and set out what would be required for linguistic fieldwork to qualify as truly scientific and thus be entitled to recognition as an essential subfield within linguistics *per se*.

THURSDAY • SESSION I • 10:50–11:20
Oscar Aguilera, *FIDE XII* | Asia**Documenting Kawesqar, the last spoken Fueguian language**

Kawesqar is the only extant Fueguian language still spoken today, by only seven persons. This project resulted in a sound archive which today is the largest sound archive of an indigenous language in Chile. The paper discusses techniques, use of technology, its pitfalls, and preservation decisions.

Assessing the ethnolinguistic vitality of minority languages in Northern Sweden

The presentation discusses the assessment of ethnolinguistic vitality of minority languages in traditionally multilingual Northern Sweden, where in addition to Swedish, several indigenous Saami languages, Finnish, and a local variety of Finnish called Meänkieli are spoken. The main focus is on bi- and multilingualism and language attitudes among young people.

Jeanie Bell, *Batchelor Institute for Indigenous Tertiary Education* | Keoni Auditorium

Strengthening Australia's Indigenous languages: The relationship between community and linguists

In this paper I consider the work done by Aboriginal women in Australia towards reviving and strengthening their highly endangered Ancestral languages. In many situations where they are working with non-Indigenous linguists contentious issues sometimes arise which cause tensions in the working relationship. I believe as an Aboriginal person and a qualified linguist that discussion around these issues must happen on a regular basis in order to maintain the valuable work being done and to support productive relationships.

Joseph Grimes, *SIL International & University of Hawai'i at Mānoa* | Koi

Preserving data: The paper phase

As we document languages, there is always a fairly messy phase. Many linguists find it useful to make tentative handwritten records, then annotate them. Even when the final product of research is in electronic form, keeping the manuscripts can be important. This paper suggests ways of handling manuscript materials.

Will Reiman, *SIL International* | Pacific

Basic Oral Language Documentation

This presentation describes "Basic Oral Language Documentation," a process which capitalizes on verbal annotation of digitally recorded data. It will show that such audio annotation of language recordings provides high-quality language data relatively quickly. It also shows that this process enables language communities to collaborate fully in the documentation process.

D. H. Whalen, *Endangered Language Fund, Haskins Laboratories* & Gary Simons, *SIL International, GIAL* | Sarimanok

Endangered language families

Language families, by virtue of their shared heritage, often exemplify typologically rare features. Endangerment of families is explored via population estimates. 40% have their most populous language spoken by fewer than 7,000 speakers (very endangered); another 33% have 300,000 (moderately endangered). Aspects of language unique to those families are outlined.

THURSDAY • SESSION II • 11:30–12:00

Rob Amery, *University of Adelaide* | Keoni Auditorium

Phoenix or relic? Documentation of languages with revitalisation in mind

Documentation of Indigenous languages has focussed on structure at the expense of function and situational usage. Non-traditional domains are often ignored. This does not best serve the interests of those who identify with the language who may wish to re-introduce and revive it. This paper offers suggestions that researchers might bear in mind when documenting languages.

Christine Beier, *University of Texas at Austin* | Kaniela

Prioritizing community involvement in collaborative language documentation: The Iquito case

This paper describes and evaluates the strategies used to involve community members in the documentation and revitalization of Iquito, an endangered Peruvian Amazonian language. These included the independent year-

round work of ‘community linguists’ and ‘language specialists,’ the production of pedagogically-oriented materials and activities, and mechanisms for accountability to the community-at-large.

Barbara Blaha Pfeiler, *National University of Mexico (UNAM)* | Pacific

Documenting the acquisition of endangered languages

The documentation of the acquisition of Mayan languages has led to a new approach to the crosslinguistic study of language acquisition using the comparative method. This makes the study of language development more complex and more illuminating than the analysis of a single language or genetically unrelated languages.

James Crippen, *University of Hawai‘i at Mānoa* | Koi

“Studying grandmother’s tongue”: Heritage language and linguistics

“Heritage linguistics” refers to the study of one’s heritage language, i.e., a language once used in the family in which the researcher is not fluent. The “homework” of heritage linguistics is heavily influenced by the researcher’s status as a community member, something not common with typical language documentation efforts.

Carol Genetti, *UC Santa Barbara* & Rebekka Siemens, *UC Santa Barbara* | Sarimanok

Infield 2008: Evaluations, recommendations, and impacts

This presentation will provide a critical evaluation of aspects of the organization of InField 2008 and make recommendations for future biennial offerings of InField. We will also discuss the current and potential long-term impact of InField as a resource for the global network of practitioners of documentary and conservation work.

Andrew Hippisley, *University of Kentucky*, Gregory Stump, *University of Kentucky* & Raphael Finkel, *University of Kentucky* | Asia

Computing in the field: Language modeling for elicitation and documentation of Shughni

Language documentation efforts rely on language engineering solutions for recording and dissemination. But computing can supply a different kind of tool, a means of iteratively modeling poorly known languages as more information becomes available. We share how a model-theorem-refinement method aided in our documentation efforts of the Pamir language Shughni.

THURSDAY • SESSION III • 1:00–1:30

Ante Aikio, *University of Oulu, Finland* | Pacific

Documentary vs. descriptive linguistics in the study of Saami languages

The presentation discusses work on indigenous Saami languages spoken in northernmost Europe. In contrast to many endangered languages, extensive collections of primary linguistic materials of Saami languages exist, whereas work on grammatical description is limited. This makes Saami an interesting point of comparison in the discussion on the relationship between “documentary” and “descriptive” linguistics.

Christopher Doty, *University of Oregon* | Asia

Bridging the gap between linguistics and community: Producing materials for language maintenance

This talk will address the ways in which linguists working with endangered languages can produce their materials in such a way that they are useful to the community of speakers. It will also discuss how to “update” older materials for language maintenance.

Margaret Florey, *Monash University*, Susan Penfield, *University of Arizona* & Benjamin Tucker, *University of Alberta* | Keoni Auditorium

Towards a theory of language activism

This paper develops an exploratory theory of language activism. We assert that effective documentation and revitalization efforts require increased attention towards activism at all levels. We argue the need for a more

holistic conception of documentation and revitalization work which is fundamentally based on activism and fosters participatory practice.

Friederike Lüpke, *SOAS London* | Kaniela

Bainouk contact, concord and classification – A research paradigm for language documentation in multilingual areas

Bainouk is spoken in a multilingual environment. Language contact plays a crucial role in explaining literal alliterative concord, a typologically highly unusual trait of its noun-class system. I develop a research paradigm for areas where essentialist approaches fail to capture how linguistic structure is shaped in multilingual environments.

Aone van Engelenhoven, *Leiden University* | Sarimanok

‘Speak correct, write correct, read correct’: Fataluku perceptions on language documentation (Timor-Leste)

This paper is an anthropological linguistic report on efforts by the Fataluku Language Project team to help the Fataluku society in East Timor in its attempt to save its own language through documentation, developing an orthography and bible translation.

THURSDAY • SESSION IV • 1:40–2:10

Maya Chacaby, *University of Toronto* | Sarimanok

Traditional knowledge and technologies of orality for community-based Anishinaabemowin revitalization in northern Ontario

Basic phrases are not enough. Anishinaabe (Ojibwe) traditional knowledge practices for language transmission are critical for a deeper knowledge of the language and for the retention of new language learners. This presentation will focus on the ways that Anishinaabe knowledge can work in contemporary institutional contexts to retain new language learners, create higher fluency levels, and develop a sustainable language learning community through technologies that promote Anishinaabe teaching methods.

Matthew Coler, *Vrije Universiteit Amsterdam* | Kaniela

Aymara variant revitalization in remote Andean communities

Isolated communities of Aymara speakers in the Peruvian Andes often speak undocumented variants of Aymara which, given current socio-political realities, may soon disappear. This work illustrates the failures and successes of various efforts directed towards the documentation, revitalization, and restoration of prestige to these undervalued variants.

Naomi Fox, *University of Utah* | Pacific

Reconciling academic and pedagogical objectives in documentation: A case study of Mocho’

Documentation benefits from considering pedagogical approaches and possible alternative uses of the language data, as shown in this case study of a project which integrates legacy data and ongoing data collection to produce both documentation and pedagogical materials for Mocho’, a Mayan language of Mexico with fewer than fifty speakers remaining.

Jordan Lachler, *Sealaska Heritage Institute*, Yarrow Vaara, *Sealaska Heritage Institute* & Linda Belarde, *Sealaska Heritage Institute* | Asia

The paradox of language revival in Southeast Alaska

In this paper, we examine the paradoxical relationship between language teaching and language learning, for intermediate level students of Tlingit and Haida in Southeast Alaska. We will discuss how these students sometimes find themselves caught between the immediate needs of their communities and the long-term survival of their Native languages.

Aurelio Agcaoili, *University of Hawai'i* | Sarimanok

Philosophical and practical issues in the conservation initiatives of 'peripheralized' Philippine languages

The paper critiques the conservation initiatives of language advocacy groups in the Philippines, in the United States, and elsewhere. The overarching aim of such a criticism is the philosophical justification of the legitimacy of this counter-discourse to the systemic "peripheralization" of all Philippine languages except Tagalog.

Wesley Leonard, *Miami Tribe of Oklahoma Language Committee* & Erin Haynes, *University of California, Berkeley* | Pacific

Making "collaboration" collaborative: An examination of perspectives that frame field research

Though hailed as a best practice, the notion of collaboration is underdefined. Through a case study of how to determine speakerhood in linguistic field research, we demonstrate that "collaboration" entails a diverse array of viewpoints and appropriate actions. Our findings have implications for the successful implementation of truly collaborative fieldwork.

Nicole Rosen, *University of Lethbridge* & Heather Souter, *University of Lethbridge* | Asia

Language revitalisation in a multilingual community: The case of Michif(s)

In this talk, we discuss how the forcing of a Western model of identity where one culture = one language has caused divisiveness within the traditionally multilingual and multicultural Métis community and discuss ways in which to overcome this divisiveness when attempting collaborative language revitalization initiatives.

Ewa Czaykowska-Higgins, *University of Victoria* | Pacific

Changing fieldwork roles in Community-Based Language Research

This paper examines several fieldwork situations from a community-based language revitalization project taking place in Canada. The paper 1) exemplifies possible types of non-traditional roles played by linguists and community members and 2) touches upon practical implications of changes in the roles and relationships of linguists and community-members.

Evelyn Fogwe, *University of Hamburg* | Sarimanok

Language shift arrest: The case of Mankon, in a multilingual setting

Recent findings indicate that Mankon, like a number of other Cameroonian (and African) languages of urban communities, is characterised by language shift and a loss in vitality caused by a conjunction of variables, which must be identified and diagnosed in order to undertake meaningful revitalization and development of the language in the perspective of its new status and function (cf. Bitja'a Kody (2001), Bruce Connel (2001), Neba, A. et al. (2006), Chibaka (2008) etc.).

Patricia A. Shaw, *University of British Columbia* | Asia

Engaging the challenges of language reclamation through participatory theatre

Challenging many Aboriginal language revitalization programs are complex and often covert tensions stemming from deeply internalized, fundamentally conflictual attitudes and values. This paper documents a process of engagement with such challenges through participatory theatre, wherein people from fifteen different Canadian Aboriginal nations dramatize their struggles with personally difficult language issues.

Steven Bird, *University of Melbourne* & Gary Simons, *Graduate Institute of Applied Linguistics* | Koi

OLAC: Accessing the world's language resources

This paper presents the results of new research on digital archiving infrastructure intended to make language resources maximally accessible to linguists, within the framework of the Open Language Archives Community. We describe new methods for greatly improving search access to archived language resources, new services that encourage language archives to use best common practices to produce resource descriptions that are maximally useful for searching, and new data providers that use digital library services and web-mining technologies to find language resources in the library, institutional repository, and web domains.

Peter Keegan, *University of Auckland, New Zealand* & Jeanette King, *University of Canterbury* | Asia

How documentation needs to change as language revitalization progresses

Māori (spoken in New Zealand) has been subject to intensive revitalization efforts since the 1970s. Māori is reported to be changing, resulting in a different lexicon and speech of younger speakers compared to their elders. Once a language has undergone revitalization efforts for a reasonable period of time, the documentation and conservation needs change.

Kristen M. Lindahl, *University of Utah*, Naomi Palosaari Fox, *University of Utah*, Jelena Markovic, *University of Utah*, Zuzana Tomas, *University of Utah* & Raichle Farrelly, *University of Utah* | Pacific

A collaborative approach to materials design

An examination of the collaborative materials development process reveals that awareness of a particular community's needs is necessary for creating useful language learning materials. Collaboration and reciprocity between linguists of different disciplines and the endangered language community result in more effective research and higher quality pedagogical materials.

Laura Tejada, *University of Southern California* | Sarimanok

Electroglottography (EGG) and acoustic analyses in the documentation of Cajonos Zapotec

This paper discusses electroglottography (EGG) and acoustic analysis in the documentation of an endangered language of Oaxaca, Mexico. The author investigates non-modal phonation in San Miguel Cajonos Zapotec (SMCZ). Despite potential difficulties with the use of such technology, the importance of accurate phonetic description in language documentation is emphasized.

DAY 2 OVERVIEW • FRIDAY, MARCH 13, 2009

7:30–9:00	Registration & Coffee	PANEL	
9:00–9:30	Session I	9:00–10:10	Making language documentation work for the community: Some indigenous priorities and perspectives
9:40–10:10	Session II		
10:20–10:50	Session III		
11:00–11:30	Session IV		
11:30–1:00	Lunch & Poster Session I	COLLOQUIA	
	Themed lunch for graduate students (Organizer - Hiroko Sato)	9:00–11:30	Graduate Students Colloquium
		9:40–11:30	GIS1 Colloquium
1:00–1:30	Session V	1:00–2:50	Japan Colloquium
1:40–2:10	Session VI	1:00–2:50	GIS2 Colloquium
2:20–2:50	Session VII	5:30–8:30	Friday Evening Social
3:00–3:30	Session VIII		
3:40–4:10	Session IX		
4:15–5:30	Plenary		

CLOSING PLENARY • PHIL CASH CASH: DOCUMENTING ENDURING CULTURES

This talk presents findings from my ongoing ethnographic documentary study on how present-day speakers of Cayuse, Nez Perce, and Sahaptin utilize the linguistic practices of their speech communities at a time when their ancestral languages are severely constrained by language endangerment and language shift. I adopt the contemporary concerns of an ethnographically-informed documentary linguistics to show how the linguistic resources of a speech community serve to maintain and transmit culture. Methodologically, this investigation employs digital video to capture and record three interrelated empirical domains of language use, these are: multimodal interaction, interactional structure, and linguistic practices. My key concern in such an approach is to establish links between language use and socially situated communicative interactions as a means to understanding how everyday language use motivates, gives meaning to, or otherwise organizes language, culture, and society. Discovering such linkages is a result of understanding that many traditions are discursive achievements and worthy of documentation. Thus, my own commitment to this type of documentary orientation emerged over the course of my current field research, my speaker status in the speech communities where I conduct my research, as well from the deeper commitments to language and culture found there.

FRIDAY • SESSION I • 9:00–9:30

Lynne Harata Te Aika | Koi

Reo Kura: Developing teachers Māori language proficiency and Ngai Tahu tribal dialect proficiency in an in-school professional development programme

This presentation reports on a pilot Māori language mentoring and coaching programme for teachers in two Māori language medium programmes. The Reo doctor or 'language doctor' was a partnership with schools, Ngai Tahu tribe and University of Canterbury staff. The programme goal was to improve language proficiency and tribal dialect usage.

Alana Johns, *University of Toronto* & Christine Nochasak, *J.C. Erhardt School* | Kaniela

A community reference grammar of Labrador Inuttitut

This paper outlines a model of community collaborative research in which the linguist aligns documentary research with the needs of a community facing language shift. We discuss the development of a reference grammar which involves interaction with community language professionals through web postings and email.

Documenting the Burushaski language: Issues in data collection, transmission, preservation, and revitalization

This paper discusses the various steps, methods, and challenges in the documentation and revitalization of Burushaski (approximately 90,000 speakers)—a linguistic isolate, primarily orally-preserved. Burushaski is spoken in Gilgit (Pakistan) and parts of Kashmir valley (India)—a socio-culturally conservative and a politically sensitive area, largely inaccessible to western scholarship.

Takayuki Okazaki, *Dokkyo University, Tokyo*, Mahendra Kumar Mishra, *State Tribal Education Coordinator, Orissa State, India*, Mere Kepa, *University of Auckland*, Linita Manu'atu, *Auckland University of Technology*, Alister Tolenoa, *Kosrae State Department of Education* & David A. Hough, *Shonan Institute of Technology* | Sarimanok

Making language documentation work for the community: Some indigenous priorities and perspectives

This one-hour panel session brings together experts from Asia and the Pacific who will report on community perspectives as they apply to indigenous and minority language protection and promotion. They will discuss the applicability of linguistic documentation within the context of bilingual and multilingual/multicultural education programs.

Yukinori Takubo, *Kyoto University*, Yuka Hayashi, *Kyoto University/JSPS*, Chigusa Kurumada, *Stanford University* & Tamaki Motoki, *Kyoto University* | Asia

The Digital Museum Project for the documentation of Ikema Ryukyuan

We introduce and demonstrate a prototype of the web based three-layered storage space for the language and culture of Ikema, one of the endangered languages of Southern Ryukyuan, as an effective way to exhibit the linguistic products of the local community and to share the data collected among researchers.

FRIDAY • SESSION II • 9:40–10:10

Michinori Shimoji, *The Australian National University* | Asia

Reference grammar as basis for language revitalization: A case study of Ryukyuan

This talk will introduce a project that aims to provide the first reference grammar of Irabu, a Southern Ryukyuan language spoken in Okinawa Prefecture, and address an interaction between this project and a growing local awareness of the need to provide textbooks of their local language.

Julianne Smith, *University of British Columbia*, Laura Cranmer, *University of British Columbia* & Patricia Shaw, *University of British Columbia* | Kaniela

Reconciling difference and building trust: International collaboration in indigenous language revitalization

Whereas collaboration that draws on diverse domains of expertise can be of exponential benefit in nurturing the goals of a language documentation and revitalization project, differences in personal goals, institutional expectations, cultural background, ethnicity, trust, attitudes about cultural appropriation and intellectual property rights constitute complex challenges that merit discussion.

Paiyu Zhang, *University of Hong Kong* & Stephen Matthews, *University of Hong Kong* | Pacific

Documentation of Hezhen (Kile), a moribund Tungusic language: Methods and principles

This paper discusses some principles of documentation applicable to Hezhen, a Tungusic language with less than 10 native speakers. Proposals are made for the standardization and evaluation of existing records, including oral literature, folk songs, and shaman blessings, each of which shows distinct linguistic characteristics.

Stewart Curry, *University of Hawai'i at Mānoa*, Kyoko Hijirida, *University of Hawai'i at Mānoa* & Leon Serafim, *University of Hawai'i at Mānoa* | Asia

Documenting, teaching, and revitalizing Uchinaa-guchi: The future of the Okinawan language

Okinawan has an aging speaker population, limited domains, and documentation almost exclusively in Japanese. The creation of reference works in English, classes on Okinawan as a heritage language at the University of Hawai'i, and revitalization programs in Okinawa and the Okinawan diaspora promise much for the future of the language.

Margaret Field, *San Diego State University* | Kaniela

Documenting lexical dialects of Kumiai in Baja California

This presentation provides an overview of ongoing collaborative language revitalization efforts in the Baja, California Kumiai community sponsored by NSF's Documenting Endangered Languages fund. It considers the special needs of documenting multiple dialects in a speech community in which dialectal variation is not hierarchized but is instead naturalized, and associated with local group identity.

Hsiu-chuan Liao, *National Tsing Hua University* | Pacific

The state of the art of the documentation of Philippine languages

This paper considers the documentation of the 170 or so Philippine languages with an attempt to address the following two questions. First, what types of work (e.g., dictionaries, grammars, texts, etc.) have been done on the documentation of Philippine languages? Second, are these works mainly done by Filipinos or non-Filipinos?

Lev Michael, *University of California at Berkeley* | Sarimanok

Developing infrastructure for team-based research: The module-and-seminar model

This paper describes and evaluates the model developed to coordinate research among participants in a team-based project to document Iquito, an endangered Peruvian Amazonian language. This model centered on week-long individual research projects which were written up and shared with the rest of the team in daily seminars.

Carolina Aragon, *University of Utah* | Pacific

The status of Akuntsú

This paper focuses on the status of the Akuntsú language and its documentation. Akuntsú is spoken by only six people, all monolinguals, remnants of genocide. It is among the languages considered most strongly endangered in Brazil.

Tania Granadillo, *University of Western Ontario* | Kaniela

Speaker-driven approach to language documentation

In this paper I argue that given pragmatic constraints of time and resources, speakers' interests should be given priority in establishing the goals and objectives of a language documentation project. The way this can be achieved is exemplified by a project carried out among the Kurripako of Venezuela.

Shoichi Iwasaki, *University of California, Los Angeles*, Tsuyoshi Ono, *University of Alberta* & Yukinori Takubo, *Kyoto University* | Asia

Paving ways to documenting an invisible linguistic minority in Japan: Ikema

This presentation introduces our collaborative project (involving researchers from Canada, Japan, and the U.S.) on the language of Ikema in Okinawa, Japan. We highlight the problems we encountered and our attempts to overcome them—a necessary step before engaging in "Documentary Linguistics" (Himmelman 1998) on Ikema.

Are our documentation projects speeding up language change?

Projects documenting Pukapukan of the Northern Cook Islands appear to be effecting language change in the migrant population in New Zealand as cultural experts make decisions to revive archaic language. Attitudes of native speakers to documenting and reviving their language and the role of the linguist are explored.

FRIDAY • SESSION V • 1:00–1:30

Willem Burung, *Universitas Cenderawasih*, Agnès Delmas, *University of Malaya, Asia-Europe Institute* & J. Wolfgang, *Goethe University* | Pacific

Tobati: A piece of hope for tete Hai

Tobati, spoken in West Papua, is a critically endangered language—only three real speakers remain. The paper describes our recent research looking at its diachronic setting and language attitudes, as well as suggests ways to maintain and revitalize the language, wherefore a new wordlist has been developed.

Jule Gomez de Garcia, *California State University San Marcos*, Maria Luz Garcia, *University of Texas Austin* & Melissa Axelrod, *University of New Mexico* | Sarimanok

Language documentation practices and the myth of “empowerment”

This paper seeks to engage fellow endangered language researchers in a discussion of “empowerment” of the research subject. It is our thesis that a working philosophy and goal of empowering our research partners produce structural relationships and ideological practices that can enact the same colonialism such projects intend to dismantle.

Victoria Rau, *Wheaton College*, Meng-Chien Yang, *Providence University* & Maa-Neu Dong, *National Museum of Natural Sciences, Taiwan* | Asia

Building online dictionaries for a Taiwanese indigenous language in a collaborative team

This paper showcases a collaborative team developing an online dictionary project, consisting of language activists, linguists, and computer scientists in Taiwan. They have developed three products for indigenous language revitalization: a Yami online dictionary, a wiki dictionary for Formosan language activists, and an approach to build ontologies of indigenous knowledge.

Alice Taff, *University of Alaska Southeast* | Kaniela

Recording real conversations for language learning and analysis

Sufficient exposure to everyday conversation is crucial for language learners to become fluent; sufficient language exposure can be difficult for small language communities. Conversation videos can help fill this gap. We describe collaborative processes to video spontaneous conversations, create time-aligned bilingual annotations, and produce accessible language learning materials.

FRIDAY • SESSION VI • 1:40–2:10

Sarah Cutfield, *Australian Institute of Aboriginal and Torres Strait Islander Studies* | Pacific

Bias, elicitation, and endangered language description

In this paper I will discuss how the use of elicitation tools in describing endangered languages may lead to biases in the data linguists collect for analytical and descriptive purposes, and the consequences of this for language description and language typology. An example comes from my work on Dalabon (Australia).

The Cherokee Electronic Dictionary: Balancing the needs of learners, speakers, and linguists

This Dictionary is a multimedia database of all Cherokee stems. The electronic format solves many of the problems faced by lexicographers of polysynthetic languages by allowing users—whatever their writing system, dialect, or linguistic ability—to easily find entries and to organize these entries according to the user's needs.

Stefan Schnell, *Kiel University* | Sarimanok

Documentation, analysis, and writing of TAM markers in Vera'a

Some TAM markers in Vera'a cause problems in terms of their linguistic analysis and practical orthography. While the analytical problems could be left unresolved in a language documentation, questions of orthography have to be answered, and speakers' intuitions should guide these answers.

Jozsef Szakos, *Hong Kong Polytechnic University* | Kaniela

Verba volant ... media durant: Collecting Formosan Indigenous TV news for documenting and reviving the languages

TV broadcasts in eight indigenous languages have made more authentic Formosan language materials accessible for researchers. This paper discusses the linguistic, cultural and technical issues arising from the use of these recordings complementing personal field-work and documentation.

FRIDAY • SESSION VII • 2:20–2:50

Julie Barbour, *University of Waikato* | Sarimanok

Texts, language consultants, and linguistics: Understanding reduplication in Neverver

The Neverver language is spoken by a small speech community on Malakula Island (Vanuatu). In this paper, I explore the feature of reduplication. I consider how transcribed texts, community language consultants, and linguistic theory have all contributed to developing an understanding of this important morphological process in the Neverver language.

John Foreman, *Utica College* | Kaniela

Using wikis for language documentation and revitalization

We explore using wikis—collaborative websites—to document, maintain, and revitalize endangered languages, discussing our experience developing a dictionary wiki for Macuiltianguis Zapotec, an Otomanguan language from Oaxaca, Mexico.

Ulrike Mosel, *Kiel University, Germany* | Asia

Turning the linguist's lexical database into a community dictionary

The paper shows how a lexical data base of a language documentation project can be transformed into a dictionary that meets the needs of the speech community, how this kind of practical work is related to frame semantics, and how it can be employed for research in semantic typology.

William O'Grady, *University of Hawai'i at Mānoa* & Amy J. Schafer, *University of Hawai'i at Mānoa* | Pacific

A psycholinguistic tool for the assessment of language loss

We present a series of psycholinguistic tasks that measure a speaker's response time, both for lexical access and for phrase building. Comparison of the scores on these tasks for the languages used by individual speakers provides a measure of relative language strength in different vocabulary domains and for different types of linguistic performance.

Gratien Gualbert Atindogbe, *University of Buea, Cameroon* | Pacific

State of affairs and prospect of language documentation in Cameroon

This paper examines the problems of language documentation in Cameroon from three perspectives: the language documenter, the institution he/she belongs to, and the hurdles in the field. Obviously, these three components are highly related, and the malfunction of one of the links of this chain can jeopardize the whole process.

Greg Aumann, *SIL International* & Steven Bird, *University of Melbourne* | Asia

Curating lexical databases for minority languages

We describe a toolkit based approach to using software to do consistency checking of a minority language lexical database. This approach allows customisation to the unique aspects that each dictionary has while remaining applicable to many other dictionary projects. It has saved the editors a great deal of time.

John M. Clifton, *SIL International and University of North Dakota* | Keoni Auditorium

Orthography development as an ongoing collaborative process: Lessons from Bangladesh

A model of orthography development as an ongoing collaborative process is presented and applied in the Chittagong Hill Tracts of Bangladesh. It is collaborative since the linguist and the local community work together, and an ongoing process in that the local community learns to modify the orthography as needed.

John Hobson, *University of Sydney* & Bradley Laurie, *University of Sydney* | Koi

An Australian trial of the Master-Apprentice method

This paper reports on a trial of the Master-Apprentice method in revitalizing a language from the Northern Rivers district of New South Wales and the implications for wider application in the Australian context. Both trial and presentation represent collaborations between teacher and student from the University of Sydney's Master of Indigenous Languages Education program.

Adjaratou Sall, *Institut Fondamental d'Afrique Noire (IFAN), Dakar University* & Sophie Wade, *Faculte des Lettres et Sciences Humaines* | Kaniela

Bédik Documentation, revitalization and communication: Field experience and local community's involvement

The purpose of this paper is to share the fieldwork experience of our project on Bédik Documentation and to highlight the importance of incorporating local speakers of Bédik language and its daily practice in the local context. We would like to present our research work and our field results.

Hiroko Sato, *University of Hawai'i at Mānoa* | Sarimanok

Assessing language shift in Kove

Negative or indifferent language attitudes may lead to language shift. However, it is difficult to find investigative methods which can provide empirical evidence of shift. The purpose of this presentation is to discuss language attitudes and language shift in Kove and to propose psycholinguistic tools to investigate language shift.

Akiemi Glenn, *University of Hawai'i at Mānoa* | Pacific

Five dimensions of collaboration: Toward a critical theory of coordination and interoperability in language documentation

By reviewing the practices of researchers in other disciplines, this presentation identifies five aspects of academic collaboration that have special bearing on the enterprise of language documentation and investigates

them as a starting point for linguists and our collaborators to consider critically what collaboration means for a documentation project and for the discipline of linguistics.

Daniel Kaufman, *City University of New York* | Kaniela

Ex-situ language documentation and the Urban Fieldstation for Linguistic Research

The current language endangerment situation requires documentation by any means possible. One means which has been too often overlooked is collaboration with immigrant communities in large urban areas. I present here issues surrounding such ex-situ documentation in the context of the Urban Fieldstation for Linguistic Research in New York.

Jeanette King, *University of Canterbury* & Nichole Gully, *University of Canterbury* | Koi

Towards a theory of motivation: Describing commitment to the Māori language

A study designed to evaluate what motivates second language speaking adults who are proficient speakers of Māori in their commitment to speaking Māori will be used to propose a model of Indigenous Language Acquisition (ILA), applicable to other indigenous language situations.

Jacqueline Ringersma, *Max Planck Institute for Psycholinguistics*, Claus Zinn, *Max Planck Institute for Psycholinguistics* & Marc Kemps-Snijders, *Max Planck Institute for Psycholinguistics* | Asia

LEXUS and ViCoS: From lexical to conceptual spaces

We present LEXUS, a web-based tool for the creation of multimedia encyclopedic dictionaries, and ViCoS, which allows users to define relations between objects within and across lexica, complementing lexical spaces with conceptual dimensions. We describe the software functionalities using three cases from DoBeS language documentation projects: Marquesan, Kola-Saami, and Beaver.

Robert Williams, *The American University in Cairo*, Angelika Jakobi & Jade Comfort, *Leiden University* | Keoni Auditorium

Language documentation in the Nuba Mountains of Sudan: The Ghulfan Documentation Project

In this paper we will report on the history of language documentation in the Nuba Mountains of Sudan, highlighting recent work being carried out by the Ghulfan Documentation Project, which is working to document, analyze, and archive Ghulfan, an endangered East Sudanic language spoken in the Nuba Mountains.

DAY 3 OVERVIEW • SATURDAY, MARCH 14, 2009

8:00–9:00	Registration & Coffee	2:40–3:10	Session VII
9:00–9:30	Session I	3:15–4:30	Closing Plenary
9:40–10:10	Session II	4:30–5:00	Closing
10:20–10:50	Session III		
11:00–11:30	Session IV	COLLOQUIA	
11:40–12:10	Session V	9:00–10:50	Ethics Colloquium
12:15–2:00	Lunch & Poster Session II	9:00–10:10	Music Colloquium
2:00–2:30	Session VI	10:20–12:10	Ethnobiology Colloquium

CLOSING PLENARY • LEANNE HINTON: LANGUAGE REVITALIZATION AT HOME

Joshua Fishman's famous "Intergenerational Transmission Interruption Scale" (GIDS) has as stage 6 the "intergenerational and demographically concentrated home-family-neighborhood-community, the basis of mother tongue transmission." (1991:466). That is, using the language in daily interaction at home. He also writes "if this stage is not satisfied, all else can amount to little more than biding time" (Fishman 1991:399). Despite this warning, most language revitalization programs focus on other things: literacy, classes in colleges and schools, master-apprentice programs, and successful immersion schools. It is only now, after decades of intensive language revitalization efforts, that we begin to see a focus on the home. In this presentation I will look at several case studies of language revitalization at home, both individual family efforts (Miami, Wampanoag, and several California languages) and community-based programs that focus on the family (Gaelic, Māori, and California languages again). The majority of family efforts involve parents who have learned their ancestral language as a second language, so I will examine the various ways the parents have learned their language—through some of the aforementioned language programs or on their own from speakers or documentation—and how they are coping with the efforts to use the language with their children. From these studies we will derive lessons on how to support families trying to bring their languages into their homes. It becomes clear as well that while Fishman's stage 6 definitely enhances the success of later stages on the scale, the later stages also feed into stage 6 in such a way that they are not just "biding time."

SATURDAY • SESSION I • 9:00–9:30

Andrea L. Berez, *University of California, Santa Barbara* & Christopher Cox, *University of Alberta* | Pacific

Software demonstration: CuPED (Customizable Presentation of ELAN Documents)

CuPED creates customizable web-based presentations from ELAN files easily and without extensive training. The display consists of a media player and transcription tiers, and annotations can be played individually, or from start to finish with highlighted scrolling text. CuPED is cross-platform, open-source, and distributed under the GNU General Public License.

Jodi Burshia, *Laguna Acoma High School* | Sarimanok

Indigenous youth negotiate language acquisition – An exercise in stewardship, sovereignty, and sustainability

Indigenous youth voice has and continues to be marginalized in educational settings, as well as society, especially in relation to indigenous language documentation and revitalization. Indigenous communities negotiate the ideological constructs of "responsibility" and "accountability" relating to how heritage language and culture instruction takes place in their schools.

Jose Tonko, *FIDE XII* | Asia

Rescuing Kawesqar cultural heritage: A community-based documentation initiative

This paper will present how both the urban Kawesqar community and the low number of speakers living in the fjord zone of South Chile worked together to preserve their language and cultural heritage: goals achieved, present problems, uncertain future.

Elena Benedicto, *Purdue University*, Mayangna Yulbarangyang Balna, *URACCAN University* & Ricard Vinas-de-Puig, *Purdue University* & Alyson Eggleston, *Purdue University* | Sarimanok

Participatory documentation: The Mayangna Linguists Team of Nicaragua

This paper presents a model of collaboration between local indigenous linguists and external linguists for the documentation of small languages, based on Participatory Action Research. It focuses on creating a process that recognizes the respective knowledge systems and rebalances power structures. Basic principles, general goals, and implementation mechanisms are discussed.

Gabriele Cablitz, *Christian-Albrechts-Universität zu Kiel*, Fasan Chong, *Cultural Association Te Reo o te Tuamotu*, & Edgar Tetahiotupa, *Laboratoire de recherche en sciences humaines de Polynésie française* | Pacific

Problems and benefits of web-based tools for language documentation

This paper reports on a project within the DoBeS-program in which digital multimedia encyclopaedic lexica for two endangered languages of French Polynesia are created with the web-based lexicon tool LEXUS. Benefits as well as problems connected with web-based tools and online cooperation outside fieldwork periods are discussed in detail.

Colleen Fitzgerald, *The University of Texas at Arlington* | Asia

Pathways for accessing legacy materials in Tohono O'odham

This paper reports work on legacy materials for Tohono O'odham, a Uto-Aztecan language. We focus on texts from a dialect survey and at efforts to create an online version of the out-of-print dictionary from 1973. The project offers ways to increase access to legacy materials by the tribal community.

Harold Crook, *Nez Perce Tribe & Lewis-Clark State College* | Asia

Nez Perce Language instruction: A symbiosis between the tribe and higher education

The Nez Perce Tribe and higher education have partnered to teach Nez Perce Language through the third year. We have overcome a number of hurdles but still face several challenges, including the loss of elders and the need to develop greater conversational fluency. Lessons for other programs are offered.

Stephen Matthews, *University of Hong Kong* & Virginia Yip, *Chinese University of Hong Kong* | Pacific

Bilingual acquisition and language revitalization

Revitalization of endangered languages depends on transmission in a bilingual context. The outcomes therefore depend on processes involved in bilingual first language acquisition. We review relevant findings from recent research on acquisition of typologically divergent language pairs and explore some implications for revitalization projects such as the Hawaiian “language nests” initiative.

Christina Lai Truong, *SIL International* & Lilian Garcez, *SIL International* | Sarimanok

Participatory methods for language documentation and conservation: Building community awareness and engagement

This paper describes participatory methods to increase community awareness and engagement in language programs. Members of a language community build visual representations of collective knowledge regarding their language, bilingualism, and language use using text, symbols, and pictures. They then discuss desired changes and implications for language documentation and conservation initiatives.

Jason Lee, *The Australian Institute of Aboriginal and Torres Strait Islander Studies* | Keoni Auditorium

OLCAP: The Online Language Community Access Program in Australia

The AIATSIS audiovisual archive holds a large quantity of material on Indigenous Australian languages. Two challenges that audiovisual archives face are repatriation and documentation. OLCAP is a pilot to trial, within AIATSIS, the MPI's online system of delivering language recordings, adding annotation and metadata. This paper describes and evaluates OLCAP.

Dominique Ryon, *University of Louisiana at Lafayette* | Asia

Language shift among the Cajun French community

This paper focuses on language documentation, description, and preservation of Cajun French (CF), a fast-eroding dialect still spoken by around 250,000 people in Louisiana. It examines fifty years of language policy, linguistic research, linguistic ideologies, and the role of popular culture in the preservation of Louisiana French vernaculars.

Ricard Vinas-de-Puig, *Purdue University & Mayangna Yulbarangyang Balna, URACCAN - Las Minas, Rosita, Nicaragua* | Sarimanok

Linguistic and technical training as a community empowerment tool

Linguistic and technical training of members of the Mayangna community, under a Participatory Action Research approach, proves to be a contributing factor to obtain an egalitarian relationship between speaking community and external researchers. This training increases the self-sufficiency of the indigenous linguistic team, facilitating their role as agents in research.

Gail Woods, *Batchelor Institute of Indigenous Tertiary Education* | Pacific

Language, art, media and youth: a community-based, collaborative approach to documentation

This paper will explore how youth, media and art practices at Utopia, a remote Aboriginal community in Central Australia, are influencing the direction and outcomes of language documentation. This is a community based project established to bring old people and young people together to preserve, promote, and document important cultural knowledge about bush medicine.

Rusty Barrett, *University of Kentucky* | Asia

The relationship between language teaching and Mayan language conservation in Guatemala

This paper examines the ways in which teaching K'iche' Maya to American students affects local documentation and conservation efforts. The development and use of pedagogical materials are discussed, emphasizing the contribution of educational material development to language documentation and the ways in which language teaching contributes to local conservation efforts.

Andrew Garrett, *University of California, Berkeley* | Keoni Auditorium

Integrating archives and new documentation: The Berkeley Yurok Language Project

In this presentation I will illustrate the web interface and describe the underlying database structure of the Yurok Language Project at UC Berkeley (among the largest web archives of its kind for a nonliterary language known from legacy and new documentation).

Language revitalization and identity politics: A case study of Siraya in Taiwan

I examine the socio-political connotation of language endangerment in actual practice. Viewing language revitalization as a social movement, I discuss its relation to real politics, with examples drawn from Siraya revitalization in Taiwan. Especially salient is the issue of identity co-construction. I also address the socio-political responsibility confronting linguistic fieldworkers.

James Rementer, *The Delaware Tribe of Indians* & Bruce Pearson | Pacific

The Lenape Talking Dictionary

The Lenape Talking Dictionary website provides information about the Lenape language. It has over 13,000 entries, 4,650 sound files, and 1,100 sentence sound files. James Rementer and linguist Bruce Pearson worked with Lenape language since the 1960s, and they will demonstrate the construction and use of the website.

SATURDAY • SESSION VI • 2:00–2:30

James McElvenny, *University of Sydney* & Aidan Wilson, *University of Sydney* | Pacific

Electronic dictionaries for language reclamation

This paper presents the ongoing work of the lexicography team at the University of Sydney in developing electronic dictionaries for languages undergoing reclamation. We will discuss the methods and software that we have developed for creating and presenting electronic dictionaries of small languages.

David Nathan, *SOAS* | Koi

The soundness of documentation: An epistemology for audio in documentary linguistics

Till now, audio recording for language documentation has been haphazard. This paper proposes that scientific criteria such as informativeness, replicability, and representational validity should inform an epistemology that obliges recordings to provide human listeners with the audio experience that a located human listener would have had in the original recording situation.

Margaret Sharpe, *University of New England* | Asia

Language revitalisation at Ngukurr: One tack worked partway, time to change tack?

The situation and factors in school language revitalisation programs at Ngukurr in Australia have led to an abandoning of the programs that have run for a number of years. An approach through Language and Culture days may have better success for transmitting cultural knowledge, if not language.

Paul Trilsbeek, *Max Planck Institute for Psycholinguistics*, Gabriele Müller, *Westfälische Wilhelms-Universität Münster* & Julia Colleen Miller, *University of Washington* | Keoni Auditorium

Creating alternative access layers to the DOBES archive from existing metadata structure

Accessibility of language archives to non-specialists is sometimes problematic. We will present a community portal that provides easy access for community members and which is based on dynamic metadata searches that link directly to resources in the archive. The infrastructure of access points to the DoBeS archive will be summarized.

SATURDAY • SESSION VII • 2:40–3:10

Charles E. Grimes, *ANU & SIL International* | Koi

Documenting incipient obsolescence: a multi-pronged approach to Dhao, eastern Indonesia

Dhao appears to be used by all ages in most contexts. But by working collaboratively with segments of Dhao society for analysis, dictionary-building, text collection, and translation, we can document which groups know

“original” Dhaio words, which use long-established loans, which only know recent loans, and which constructions are disappearing.

Susan Poetsch, *NSW Office of the Board of Studies* & Kevin Lowe, *NSW Office of the Board of Studies* | Asia

Fostering revitalisation through the teaching and learning of small languages in schools in NSW

This presentation provides an overview of relationships between community language reclamation efforts and school programs developed from the Aboriginal Languages K – 10 Syllabus (Board of Studies 2003) for the state of New South Wales in Australia. The syllabus supports community aspirations for language revival, for languages to be heard and spoken again.

Peter Wittenburg, *MPI for Psycholinguistics*, Chris Cox, *World Language Documentation Centre*, Gerhard Budin, *University of Vienna* & *World Language Documentation Centre* | Keoni Auditorium

ISO 639 language codes in language documentation

Linguists prefer to use names to identify languages. However, these names are often not unique. Standardized language codes as they are offered by ISO 639 could bridge this gap, provided they are widely accepted. The talk will discuss existing and future work within ISO such as 639–4/5/6.

POSTERS

Abstracts are organized by session, then by first presenter's last name.

SESSION 1 • FRIDAY 11:30–1PM • WAILANA ROOM

Michael “Andy” Bowen, *San Diego State University* | Wailana

Experiencing Mixtec language through living narrative

How can archived recordings of spoken narratives be used to achieve the joint goals of learning and maintaining smaller languages? The process of creating listening comprehension materials that attend to both of the above goals will be illustrated using the presenters’ experience with the Mixtec speaking community in San Diego.

Chun-Mei Chen, *National Chung Hsing University* | Wailana

Sound files and the phonetics-phonology Interface in Paiwan

The poster presents the collection and the compilation of the sound files of the Paiwan dialects and the use of the voice corpus in language documentation. Corpus-based analyses and empirical studies on sound files are needed to verify the phonological representations in a speech community with varieties.

Alyson Eggleston, *Purdue University*, Mayangna Yulbarangyang Balna & Elena Benedicto, *Purdue University* | Wailana

Participatory Action Research and the experimental process

This poster addresses the role of a Participatory Action Research (PAR) approach in the community’s reappropriation of an externally-generated linguistic research project. By employing a PAR approach, we show that the indigenous researcher and community can still appropriate the work even if the research initiative has emerged from outside.

Candace Galla, *University of Arizona* | Wailana

Language revitalization: Technological developments among indigenous language communities

This poster focuses on how technology can play a role in Indigenous language education and revitalization, as well as reviews technological projects involving Indigenous language communities.

A. Sho Ikeda, *University of Arizona* & Christopher Doty, *University of Oregon* | Wailana

New roles for technology in language maintenance and revitalization

This poster shows ways in which so-called Web 2.0 technologies, such as social networking sites and wikis, are changing the way that people interact, and how these tools can be used to promote language maintenance programs.

Johann Larusson, *Brandeis University*, Roser Saurí, *Brandeis University* & Xulio Viejo, *Oviedo University*, | Wailana

Collaborative corpus building for minoritized languages using wiki-technology. Documenting the Asturian language

We present a wiki-based environment enabling the community of Asturian speakers to collaboratively collect and annotate texts online, facilitating documentation of Asturian at a minimum cost. Wikis do not favor a particular type of content or a “tech-savvy” method of manipulating the content, making them very suitable for the task.

Claire Ramsey, *University of California, San Diego* | Wailana

Including hearing signers in sign language documentation: Lengua de Señas Mexicana (LSM)

This poster considers the potential role of data generated by hearing signers, especially non-native late learners, in the documentation of Mexican Sign Language, where hearing signers play a wider role in transmission than deaf signers. This observation raises questions about both sources of data and detail of annotation formats.

Keren Rice, *University of Toronto*, Nicholas Rolle, *University of Toronto*, Ireh Iyioha, *University of British Columbia* & Annat Koren, *University of Toronto* | Wailana

A community grammar of a different sort: The Esan Grammar Project

In the past decade, attention to language documentation and to community-based research paradigms has increased. We discuss the Toronto Esan Grammar Project, a project committed to this paradigm that has built a community of students and speakers documenting Esan (Nigeria), with the project occurring away from the larger Esan community.

Jeanmarie Rouhier-Willoughby, *University of Kentucky* | Wailana

A collaborative project for the documentation of the Shughni language

The Shughni documentation project is a collaboration between linguists and specialists from other fields in Tajikistan and the United States. We will produce a grammar of this endangered Iranian language spoken in eastern Tajikistan and in Afghanistan. This presentation will discuss the history, challenges, and successes of this collaboration.

Haralambos Symeonidis, *University of Kentucky* | Wailana

Atlas Lingüístico Guaraní-Románico: Documenting endangered varieties of Guaraní

The ALGR (Guaraní-Romance Linguistic Atlas) does not only describe but it also documents for the first time Guaraní varieties—like the one of Corrientes, Argentina. Has the ALGR contributed to the documentation of an endangered language? What's the difference between the ALGR and the other linguistic atlases?

SESSION II • SATURDAY 12:15–2PM • WAILANA ROOM

Anna Bugaeva, *Waseda University* | Wailana

Revitalizing Ainu: A Web-accessible Ainu-Japanese-English Conversational Dictionary

The creation of a web-accessible Ainu-Japanese-English Conversational Dictionary aims at creating digital corpora of newly and previously recorded Ainu audio materials. I had an 1898 dictionary read by a speaker whose productive skills improved so rapidly that she even started improvising on the dictionary. I plan to complete a web-accessible reader-friendly edition of the Ainu conversational dictionary with audio and some video recordings.

Yongheng Cao, *Shanghai Jiao Tong University* | Wailana

The preservation and documentation of the minority languages in China

There are over 100 minority languages in China, some of which are spoken by very few people and are disappearing. The government has invested a lot of money and resources to document and preserve these languages. Great achievements have been made to revive these extinct languages.

Rehman Khawaja, *Quaid-i-Azam University* | Wailana

Language shift in Kundal Shahi

I will present on the factors responsible for the recent language shift in Kundal Shahi and techniques and methods used for collecting data to compile a dictionary of the Kundal Shahi language.

Creation of computer-assisted language training materials for small languages

This project proposes the incorporation of stimulus presentation systems in the construction of learning material for small languages. These systems are easy to create, distribute, and use, and allow small languages to take advantage of computer-assisted language learning, incorporating audio and visual stimuli.

Linda Lanz, *Rice University* & Christopher Huff, *University of Kansas* | Wailana

Freezing your phonemes off: Fieldwork tips for cold environments

This poster presents practical tips for linguistic fieldwork in cold environments. Fieldwork preparation guides often assume fieldwork will be in warm climates, offering no insights into the unique challenges of colder regions. I offer tips from my own fieldwork in northern Alaska for avoiding equipment/data loss and safety risks.

Sarah Lee, *Rice University* | Wailana

Who speaks Penang Hokkien? Issues when selecting speakers of a shifting contact language

Selecting the “right” speakers in a language contact situation is difficult. Multiple variables interact to influence the speech of any particular speaker and in varying degrees, e.g., social factors, background languages, medium of education and language shift. For the field worker, this makes speaker selection an issue of priority. I look at the example of Penang Hokkien, and some issues surrounding the selection of speakers when working with this contact variety of Southern Min found in North Malaysia.

Elizabeth Mela-Athanasopoulou, *Aristotle University of Thessaloniki, Greece* | Wailana

Documenting the Kalasha language: Some challenges and solutions

This poster, based on fieldwork conducted on the Kalasha language, threatened by extinction, exposes a dialogue-based elicitation of linguistic material used for the documentation and maintenance of the language. The main scope is to motivate the younger generation to use their own language inside and outside their community.

THURSDAY • 1:00–3:30 • KOI

TEACHING AND LEARNING LESS COMMONLY TAUGHT LANGUAGES

Organizer: Richard Schmidt, *University of Hawai'i at Mānoa*

Linguists who work in language documentation frequently become involved, (directly or indirectly) in language learning and teaching, but in situations that are dramatically different from the paradigmatic language teaching approaches established for languages that enjoy the benefit of having cadres of trained teachers, publishing industries, and reliable institutional support.

Leanne Hinton, *University of California, Berkeley*

Teaching and learning a moribund language

Many American Indian languages are so endangered that there are only a handful of native speakers—or else none at all. Furthermore, most of these languages have no learning materials and no professional venue for language classes. Yet the descendants of the speakers still have a burning desire to learn those languages. I will discuss some of the unique characteristics of teaching and learning such languages - methods used, and possible and actual results.

Mary Boyce, *University of Hawai'i at Mānoa*

Challenges in Māori-medium instruction: Teacher education, teacher language proficiency, and development of quality curriculum resources

A broad overview of issues in the provision of quality immersion education in an endangered language. Māori-medium education is a Māori-led initiative, and comparatively recent. It rose in response to severe language loss. The first *Kohanga Reo* opened in 1982, and primary, secondary and tertiary level education in Māori followed.

Frederick Jackson, *National Foreign Language Center, University of Maryland*

Enabling adult learners to achieve advanced proficiency levels in less-documented languages

The Foreign Service Institute teaches over 70 languages to adult professionals preparing to serve in 225 different countries. A few languages are well documented (Chinese, Russian, Spanish) but most are not (e.g., Albanian, Georgian, Tadjik, Gujarati), yet students are required to achieve high proficiencies. The session will describe ways this is achieved.

Mei-Li Fang, *Imperial College, University of London*

A performance approach to minority language teaching and learning

This paper describes a “Performance Approach” to endangered and minority language teaching and learning, where pedagogy needs to be effective, predictable, and accountable. The approach, which will be described through video documentation, emphasizes language production and resource creation through use of group-created drama and other routinized performances.

Eyamba Bokamba, *University of Illinois at Urbana-Champaign*

A paradigm shift in African language teaching and learning in the US

Until recently, the teaching of African languages in American universities followed the “NDEA model,” relying on graduate teaching assistants (with or without training in language pedagogy) as instructors. Since 2000 there

has emerged a new and exciting paradigm that emphasizes outcome-based instruction and potentiates the professionalization of the field and production of the next generations of African language scholars.

Joseph Keola Donaghy, *University of Hawai'i at Hilo*

Ka 'ehehana Hawai'i – Technology in Hawaiian language revitalization and community building

In their effort to reestablish Hawaiian as a language of the home, school, and community, Hawaiian language advocates have aggressively adapted technology to address the needs of their programs. In this presentation I will share the lessons learned in the delivery of Hawaiian language instruction via the Internet, and our explorations into social network spaces that allow Hawaiian speaker to interact via a Hawaiian language environment.

THURSDAY 1:40–4:10 & FRIDAY • 9:00–11:30 • KEONI

GRADUATE STUDENTS IN LANGUAGE DOCUMENTATION AND CONSERVATION

Organizer: Hiroko Sato, *University of Hawai'i at Mānoa*

This colloquium will address issues of language documentation and conservation from the perspective of graduate students in linguistics or related areas. This colloquium will provide an opportunity for graduate students to share their research and experiences.

Stefan Schnell, *Kiel University*

PhD in linguistics on an interdisciplinary language documentation project

The paper discusses in which ways a PhD student in linguistics may benefit from the cooperation with researchers from other disciplines and what kind of problems s/he might face, in particular when it comes to the tremendously time-consuming linguistic processing of data.

Julia Wieting, *University of Hawai'i at Mānoa*

Collaboration in conservation

Collaboration as an institutional imperative for language conservation has gained ground in relation to how academic linguistics work with communities, yet not with other academics. This paper considers the role of interdisciplinary research in language conservation before presenting a survey of collaborative models which are applicable for graduate student research.

Akiemi Glenn & Betty Ickes, *University of Hawai'i at Mānoa*

Cross-disciplinary and community-researcher cooperation: Community scholar collaboration for language documentation

This paper presents our cross-disciplinary collaboration as student researchers in linguistics and history, respectively, working as outside (linguist) and inside (historian) members of the Tokelauan community in Hawai'i. We outline a project to make use of oral history recordings as the basis for documenting the undescribed Olohega dialect. Additionally, we present how our different positions have facilitated our separate research, our collaboration, and addressed issues of institutional invisibility for the community.

Amanda Barie, *University of Kentucky*

Ya waft 'She knits': A graduate student's role in Shughni language collaboration

When collaborating on language documentation, the idea of knitting becomes a metaphor for the role of graduate students, who must balance both clerical tasks and language analysis. Moreover, this position invites personal interaction with native speakers, causing graduate students to serve not only as linguists but also diplomats between cultures.

Apay Tang, *University of Hawai'i at Mānoa*

Documenting Truku, an endangered language of Taiwan

Truku, a Formosan endangered language is undergoing attrition and shift to Chinese. This paper shows the significance of archiving in support of language revitalization, describes the process of documenting the language

with digital software and discusses the necessity of providing young speakers with a user-friendly description of certain complicated aspects of Truku.

Kaori Ueki, *University of Hawai'i at Mānoa*

Student initiatives in language documentation: The case of the Language Documentation Training Center (LDTC)

This presentation will discuss the Language Documentation Training Center (LDTC), a program run by linguistics graduate students at the University of Hawai'i at Mānoa. Topics include the profile of the participants, program content, difficulties encountered, overall impact of LDTC on graduate students, and future directions.

Cassandra Pace, *Rice University*

Collaboration with language centers: An option for fieldwork and research

This presentation covers what to consider when working with a language center. Topics include contracts, copyright considerations, expectations and responsibilities on the part of both the researcher and center, availability of resources, taking on projects in addition to primary research, and what to do if the researcher's needs change.

Qinglian Zhao, *University of Hawai'i at Mānoa*

Language documentation and maintenance of Naxi in Yunnan Province, China

Naxi is the language of the Naxi ethnic minority in Yunnan Province of China. The language is potentially endangered as a result of globalization. The level of documentation of writing and spoken language is not equal and the latter needs more efforts in documentation and maintenance.

Paulina Yourupi, *University of Hawai'i at Mānoa*

A Pollapese speaker's fieldwork experience in her homeland

Being a member of the Pollapese community provides a smooth gateway into carrying out my research without any of the usual stumbling blocks often facing foreign researchers, when trying to gain entry into a foreign land. I will share my experiences developing a Pollapese orthography and attempts at documenting aspects of the language that are considered "male domain."

Elena Indjieva, *University of Hawai'i at Mānoa*

I am a linguist therefore I am Kalmyk

As a representative of an endangered Oirat linguistic community in Russia and as a linguist I conducted fieldwork on Oirat in China, where the language and the traditional nomadic lifestyle remain in tact. This experience enabled me to reconnect with my ancestral culture and reclaim my native language, which strengthened my realization of ethnic identity and had a profound impact on my self-identity. Learning my native language deepened my understanding of the value of linguistic heritage.

Valérie Guérin, *University of Hawai'i at Mānoa* & Sébastien Lacrampe, *University of the South Pacific, Vanuatu*

Graduate student documenters: The "swim or sink" approach to fieldwork

Although language documentation calls for teamwork, graduate students often undertake field campaigns on their own. Alone in the field, they have to learn how to "swim or sink." In this talk, we demystify the "swim or sink" approach to fieldwork by comparing the projects of two graduate students working in Vanuatu.

FRIDAY • 9:40–11:30 • KOI

GIS 1: METHODS AND CASE STUDIES IN GEOGRAPHICALLY-REFERENCED LANGUAGE DOCUMENTATION

Organizer: Andrea L. Berez, *University of California, Santa Barbara*

Authors describe methods and case studies in the documentation of indigenous toponymy, landscape ontology and oral histories of land use. Regions covered include North America, Australia, the Himalayas and the

Pacific. The use of GIS and paper maps in language documentation is exemplified, and methods are compared and contrasted.

Carolyn O'Meara, *University at Buffalo*, David M. Mark, *University at Buffalo*, Andrew Turk, *Murdoch University*, David Stea, *Center for Global Justice*

Documenting the landscape (geographic) domain in anthropological linguistic fieldwork

Elicitation of terms for the landscape domain raises unique methodological issues due to their continuous nature both as instances and as categories. This produces considerable cross-cultural variability in geographic categories, and how category names are lexicalized. We present strategies for eliciting landscape categories and defining them within an ontological framework.

James Kari, *Alaska Native Language Center* & Ezekiel Beye, *Ahtna, Incorporated*

The development of the Ahtna place names corpus

We trace the development of the Ahtna (Alaska) placenames corpus, a list of 2100+ toponyms that the first author has been documenting with Ahtna speakers since the 1970s. We summarize our methodology, including the use of historic sources and sketch maps, and the consolidation of the database with GIS software.

Julia Colleen Miller, *University of Washington* & Gabriele Mueller, *University of Muenster*

The importance of “place”: Reflecting Dane-zaa geographic knowledge in Google Earth

In documenting the Dane-zaa language (Athabaskan) from a place-names perspective, we have focused on collecting linguistic data intrinsically tied to the land. By developing map layers for Google Earth, we've created a user-friendly portal into our digital archive and a means to express geographic knowledge of the Dane-zaa.

Lars Borin, *University of Gothenburg*, Anju Saxena, *Uppsala University and University of Gothenburg*, Ljuba Veselinova, *Stockholm University*

GIS and OWL in documentation of ehnobiological terms in the Himalayas

We describe a language documentation project with Swedish and Indian partners with the aim of documenting ethnobiological terms in Himalayan languages. All collected data and metadata are coded using OWL (Web Ontology Language), a powerful, flexible and extensible means of linking various knowledge sources, multimedia, and GIS/map server applications.

Donald Lantzke, *Gryphon Information Services*

The mapping of indigenous place names in Western Australia, a preliminary report

Placenames derived from Indigenous sources in Western Australia tend to possess distinctive suffix stems. The geographical distribution of some of these is well defined whilst that of others appears to be less geographically constrained. I report on the research possibilities and problems in mapping placenames according to their suffix stem.

Joshua Nash, *University of Adelaide*

Toponymic data collection on Norfolk Island, South Pacific

Norfolk Island, South Pacific presents a laboratory case study in naming and language change to creolists and contact language linguists. This paper outlines the process of toponymic data collection in a sensitive and isolated research environment and presents an inventory of toponyms and other names drawn from recent fieldwork for analysis.

FRIDAY • 12:50:00–11:30 • KEONI

LANGUAGE DOCUMENTATION RESEARCH IN JAPAN: UP UNTIL NOW AND THE FUTURE

Organizer: Toshihide Nakayama, *ILCAA, Tokyo University of Foreign Studies*

Japan has a tradition of field linguistic research. It also had a major language documentation project. However, the future of language documentation research in Japan is far from certain. In this organized session we will discuss the present issues and the new initiatives in Japan.

Kayo Nagai, *ILCAA, Tokyo University of Foreign Studies*

The present state of descriptive linguistics in Japan

This presentation gives an overview of the present state of descriptive linguistics in Japan and discusses related problems. After introducing the background of descriptive linguistics in Japan briefly, I will discuss problems we are facing in fostering younger linguists.

Toshihide Nakayama, *ILCAA, Tokyo University of Foreign Studies*

New initiative for building better supporting infrastructure

This presentation will provide an outline of the new initiative that has just started in Japan in order to build a lasting infrastructure, i.e., a framework of academic collaboration and international collaborative network, in support of language documentation work.

Yasuhiro Yamakoshi, *Sapporo Gakuin University*

Sharing research information and skills on the net: FIELDLING community site

One of the main objectives of FIELDLING is to facilitate sharing information and skills among field workers. Very few graduate schools in Japan offer a systematic program for field methods. In order to offer training and facilitate exchange of information and skills, FIELDLING launched a community website. This website enables us to share information and build an interuniversity network of field researchers.

Yukari Nagayama, *ILCAA, Tokyo University of Foreign Studies*

Problems in sharability of language data

This talk outlines the problems in sharability of language data as being experienced by field researchers in Japan and the efforts we are making under the framework of FIELDLING in order to address the problems.

Fuyuki Ebata, *University of Tokyo*

Grammatical sketch project: A FIELDLING project

The grammatical sketch project aims to write concise grammatical descriptions. Participants write sketches of the languages they work on, using the primary data obtained in their own fieldwork. It has proven to provide junior researchers with a precious opportunity to view their languages from a system-wide as well as cross-linguistic perspectives.

Ken Sasahara, *Reitaku University*

Toolbox workshop: Training in data processing

This presentation reports on a series of workshops on a software tool Toolbox. In our workshops, we try not only to provide training on how to use the program, but also to teach how to use the program in actual workflow of processing field data.

FRIDAY • 1:00–2:50 • KOI

GIS 2: ADVANCED DISSEMINATION AND LINGUISTIC APPLICATIONS OF GEOCODED FIELD DATA

Organizer: Andrea L. Berez, *University of California, Santa Barbara*

Geographic language data is unlike traditional language documentation material and presents new challenges for preservation and dissemination. Presenters discuss the development of infrastructure and standards. With

GIS large amounts of geocoded data are manipulable like never before, and authors present implications for and examples from historical/comparative and areal linguistics.

Helen Aristar-Dry, Anthony Aristar, Dan Parker, Luiza Newlin Lukowicz, Joshua Thompson, Ben Cool & Matt Lahrman, *The LINGUIST List*

Language and Location: A Map Annotation Project (LL-MAP)

LL-MAP (Language and Location: A Map Annotation Project) is an online Geographical Information System (GIS) designed to integrate language information with data from the physical and social sciences. The system will host a comprehensive set of language distribution maps, along with information on language resources, culture, and demographics. It will also include a 'Scholars' Workbench,' whereby linguists can combine data drawn from their own linguistic research with data already existing in the LL-MAP database to produce new language maps.

Gary Holton, *Alaska Native Language Center*, Andrea L. Berez, *University of California, Santa Barbara*, Hunter Lockwood, *The LINGUIST List* & Stephanie Morse, *The LINGUIST List*

Preserving geolinguistic documentation: From paper maps to GIS at the ANLC

The map collection at the Alaska Native Language Center contains over 500 items, dating back to 1711. We recently geo-coded nearly 3000 toponyms in four Alaskan languages. In this talk, we trace our workflow from paper maps to ArcGIS, show our results, and discuss some of the challenges we encountered.

Oliver Streiter, *National University of Kaohsiung, Taiwan*

From cooperative GIS to Language Monitor: Harmonizing documentation activities and sharing data

In this talk we propose and motivate the development of a language monitor, a device that traces the development of languages and, in parallel, the documentation or maintenance efforts. We will give an outline of requirements for this tool and the status of current implementations and data. The purpose of the talk is to advance its realization in a collaborative project.

Ljuba Veselinova, *Stockholm University*

Using GIS for tracing language change

GIS technology is used for historical comparison and syntactic reconstruction. Data from all Slavic languages are entered into a GIS application in order to trace the emergence of special negators, e.g., negators that differ from the standard negator. Other processes explored here are lexicalization of negation and general constructional change.

Hans-Joerg Bibiko, *Max Planck Institute for Evolutionary Anthropology*

The usage of R in areal linguistics (exemplified by "The R package WALS")

This talk wants to exemplify the power of R—a free software environment for statistical computing and graphics (<http://www.r-project.org>)—by the approach to gain access to the entire WALS data—(<http://wals.info>)—to R in order to be able not only to process the WALS data but also to generate maps displaying the geographical distribution.

SATURDAY • 9:00–10:50 • KEONI

ETHICAL DILEMMAS ENCOUNTERED WHILE DOCUMENTING LANGUAGES: EXAMPLES AND RESPONSES

Organizer: Pamela Innes, *University of Wyoming*

This colloquium explores some ethical concerns that the presenters have confronted as they have worked to document endangered languages. The presenters' experiences arise from work with communities in many areas of the world. Issues ranging from obtaining informed consent to deciding whether to place materials in archives will be discussed.

Laura C. Robinson, *Rice University*

Informed consent among analog people in a digital world

This talk will examine the concept of informed consent when working with remote, non-literate groups, with reference to the presenter's fieldwork among a hunter-gatherer group in the Philippines. Can someone give informed consent to have their language posted on the Internet when they've never seen a computer?

Erin Debenport, *University of Chicago*

Intellectual property rights and emergent literacy: Innovations and implications for communities and scholars

This paper describes the moral, ethical and political dilemmas stemming from a Pueblo community's decision to write their language for the first time. The consequences of literacy, for both community members and linguists, have resulted in innovative ways of engaging with texts and the use of new research methodologies.

Nancy C. Dorian, *Bryn Mawr College*

Documentation and responsibility

In the documentation of endangered languages a researcher's responsibility to scholarship, to the sources who supplied the material, and to the study community overall may be in conflict. The opposing ethical claims of such responsibilities are discussed in the light of long field experience with a variety of Scottish Gaelic.

Pamela Innes, *University of Wyoming*

Ethical problems in archival research: Beyond accessibility

This paper will explore a situation involving retrieval of narratives from a linguistic archive that current members of the study community believe are dangerous for certain segments of the population to encounter. The ways in which the researcher attempts to bridge linguists' professional expectations and the community's expectations are discussed.

Gary Holton, *Alaska Native Language Center, University of Alaska-Fairbanks*

Relatively ethical: A comparison of linguistic research paradigms in Alaska and Indonesia

Just as there is no single model for community-based research, ethical standards for community engagement are not universal. Drawing from personal experiences with language documentation among threatened communities in two very different parts of the world, this paper examines the challenges of applying universal ethical guidelines for linguistic fieldwork.

SATURDAY • 9:00–10:10 • KOI

MUSIC IN LANGUAGE DOCUMENTATION

Organizer: Linda Barwick, *The University of Sydney*

Linda Barwick & Michael Walsh, *The University of Sydney*

About Murriny Patha song

This presentation will set out the difficulties faced by the transcribers in grappling with idiosyncratic and very speedy enunciation of Murriny Patha (Northern Australia) and the specialized knowledge of the subject matter and song styles needed for accurate glossing. We also discuss ways in which this material is being made available in the community through a digital workstation, publications for use in the school, and a published CD with transcriptions, translations and explanations of the songs.

Allan Marett, *The University of Sydney* & Nicholas Evans, *Australian National University*

The roles of singing, poetics, language loss and obfuscation in the production and interpretation of a song series from Western Arnhem Land

In this paper we will reflect on the role of singing, poetics, language loss and obfuscation in generating variant forms of the text and differences in interpretation. In addition we will discuss some of the metaphors that musicians employ in the discussion of aspects of musical form.

He ola ka ielo i ke mele: Hawaiian language lives through its songs

A discussion of the significance of the Hawaiian language to Hawaiian music and use of Hawaiian music in Hawaiian language instruction

SATURDAY • 10:20–12:10 • KEONI

LINGUISTICS AND ETHNOBIOLOGY: POSSIBLE SYNERGIES FOR RESEARCH AND CONSERVATION

Organizer: Michael Gavin, *Victoria University of Wellington*

One fundamental focus of the field of ethnobiology is the study of traditional ecological knowledge (TEK). TEK includes the ability to identify ecosystem components, use and manage them, and a worldview that shapes environmental perspectives. TEK is inherently linked to indigenous languages, and both are highly threatened globally. This colloquium presents research that bridges the divide between linguistics and ethnobiology by gathering data on poorly documented languages and TEK simultaneously or by applying research outcomes towards TEK and language conservation.

Will McClatchey, *University of Hawai'i at Mānoa*, Myknee Sirikolo, Jodi Stevens & Piet Lincoln

Ethnobotany research and documentation of the endangered Ririo language (Solomon Islands)

We will present how a group of biologists from the University of South Pacific, the Solomon Islands Ministry of Conservation, Environment and Forestry, and the University of Hawai'i worked within the Ririo community of Susuka on Lauru and with Ririo speakers living on Guadalcanal to document the Ririo (Lauru island in Choiseul) language.

Michael Gavin, *Victoria University of Wellington*

Traditional ecological knowledge and languages: Diversity, loss, and conservation in Malakula, Vanuatu

Traditional ecological knowledge (TEK) includes the ability to identify ecosystem components, use and manage them, and a worldview that shapes environmental perspectives. Through the use of participatory methods, we have been able to document both TEK and languages.

Rick Stepp, *University of Florida*

Global patterns in biocultural diversity and implications for language conservation

Previous work by the author and others has noted the strong correlation between areas of high plant species richness and areas of high language richness. This paper presents a preliminary explanatory framework for these patterns, drawing from theory in biological ecology, human ecology, ethnobiology, anthropology, geography and linguistics.

Kevin Salisbury, *Pukapuka Community of NZ Inc.* & Mary Salisbury, *Massey University, Auckland*

Fossicking for fauna and flora: An interdisciplinary approach

Reflecting on our research experiences on Pukapuka (northern Cook Islands) since 1981, we will describe the interdisciplinary approach (linguistics, ethnomusicology, folklore studies, ethnography) that culminated in a collaborative biodiversity project in 2004.

Emily Bartelson, *University of Hawai'i at Mānoa*

A multipurpose record: Traditional botanical knowledge in language documentation

In the case of both the documentation of Kove (PNG) and the ongoing ethnobotanical and linguistic work on Pohnpei (Micronesia), it is clear there are many overlaps between language documentation and traditional botanical knowledge. This paper explores how language documentation can help provide a useful record of traditional botanical knowledge.

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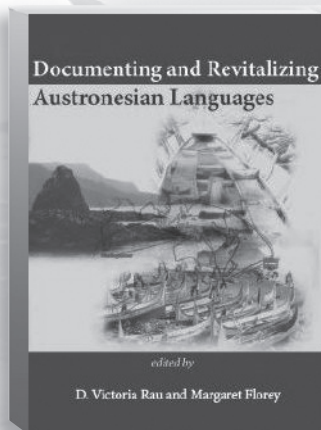
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